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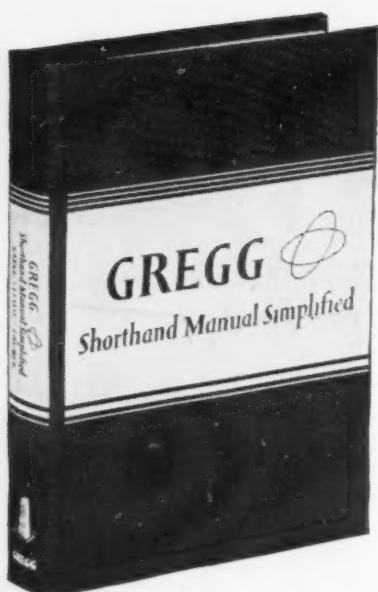
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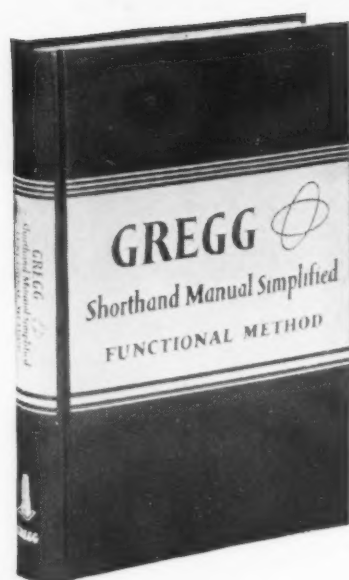
JUNE

1949



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The **BUSINESS EDUCATION WORLD**

VOL. XXIX No. 10

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This magazine is indexed in *The Business Education Index* and *The Education Index*.

A Notable Achievement

THOUSANDS of business teachers are planning to devote part of the onrushing summer to mastering the new Gregg Shorthand revision. Some will study in the quiet privacy of their homes. Many will attend special summer-session courses. More will attend one of the 40 or so conferences at which a Gregg spokesman will orient teachers in the new instruction materials and will answer questions.¹

But, when they study the new books, business teachers should take a second look at the texts, not for evaluating them but for admiring them. They represent a notable achievement by four men: John Robert Gregg, the inventor; Louis A. Leslie and Charles E. Zoubek, who implemented this seventh revision, this simplification, of the Gregg system; and Charles Rader, gifted shorthand penman.

FIRST of all, the new works represent a prodigious job of authorship. In the fifteen months since the death of Doctor Gregg, at which time the desirable simplifications of the system were known, Louis A. Leslie and Charles E. Zoubek have prepared for publication:

A 315-page shorthand manual and teacher's key

A "functional method" adaptation of the manual and another key

A second-term dictation text and key

A dictionary of nearly 30,000 outlines

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An advanced speed-building book in print and shorthand, and key

A second advanced book, all shorthand, and key

A complete new transcription text, and key

A 64-page booklet that describes the system changes

The authors are to be commended for having produced so much instructional material in so short a time. Even granting that they had a "running start" on preparing the series, due to their close association with Doctor Gregg and their many years of experimentation and study of research; and granting that they had years of experience in writing shorthand texts and had tremendous sources for production, their record of author-

¹ A calendar of these conferences is given in the June issue of the *Gregg News Letters*.

ship is nevertheless impressive—as anyone who has ever struggled over a 10-page term paper will agree.

EQUALLY impressive is the fact that each book is itself an *intricate* pattern of interwoven learning threads. Take, for example, the matter of vocabulary control in exercise material; if you have ever tried to compose a shorthand test, you know how difficult it is to give meaningful material within a limited vocabulary—yet Leslie and Zoubek introduce meaningful copy in the third lesson of their beginners' book.

Again, look at the problems involved in assuring automatic theory review cumulatively in every lesson, in assuring recurring punctuation problems and spelling words in the "pretranscription pointers," of always grading reading material meticulously, and so on. Detailed attention to specific tidbits such as these—just four examples out of scores that could be cited—is an attentiveness rarely found outside of doctoral dissertations.

DESPITE the enormity of the production task involved in the creation of a complete program of shorthand texts, the authors were able to achieve also new standards of perfection in the quality of the shorthand plates that appear in their books.

About a fourth of the shorthand plates are the artistry of Mr. Zoubek; but three-fourths are the work of Charles Rader, well-known penman, whose shorthand plates have appeared in numerous other shorthand texts and in many volumes of *The Gregg Writer*. Mr. Zoubek and Mr. Leslie have both attested, and so have other competent authorities, that Mr. Rader's notes are probably the most perfect Gregg ever to appear in print.

ONE final side light: Teachers facing the task of familiarizing themselves with the revision should contemplate the similar problem that confronted the authors. Mr. Leslie and Mr. Zoubek have for years been authorities in Anniversary Gregg. Moreover, Mr. Leslie and Mr. Zoubek are both high-speed shorthand writers, with automatization of shorthand at a level reached by few others.

Yet, within a short time, these men have been able to discard former habits, replace

them with new ones, and construct a program involving complex and necessarily correlated textbooks and keys.

Their preparation of Gregg Simplified is a notable, remarkable achievement. The interest with which business teachers will examine and master and use these works is a suitable testimony to the value of the contribution that has come from the invention of Doctor Gregg and from the skill, ability, and ingenuity of Louis A. Leslie, Charles E. Zoubek, and Charles Rader.

Groups

EBTA CONVENTION

Meeting at the Hotel New Yorker during the Easter-time school holidays, the Eastern Business Teachers Association held its fifty-second annual convention with a vigor and variety that earned the highest praise for the Association's executives. Meetings were extraordinarily well attended; New York City's inviting hospitality was generously enjoyed; and the usual number of reunions, both group and individual, were sandwiched between sessions of the closely geared program.

Side Light No. 1: At the closing business meeting, a set of resolutions, prepared by a committee headed by DR. M. HERBERT FREEMAN (Paterson, New Jersey, State Teacher's College), were read and accepted as the organization's statement of business education principles.

There were thirteen resolutions in the set. Some were, in brief, simply recommendations of good things; as, there ought to be more business education, schools should have better equipment, there should be more vocational guidance, there should be more co-operative training in all phases, there should be more supervisors of business education, there should be more co-operation with business, there should be more adult business education, and so on.

But included among the resolutions were some that are monumental: that all high school students should have at least a year of general business (citizenship) training; that office education and distributive education are both parts of business education and should be administered as one program; that all business students should have work experience; and—note this—that "di-



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versified and recent business experience" should be a prerequisite to a teacher's obtaining or renewing his teaching license.

Side Light No. 2: At a breakfast meeting, a dozen former students of FREDERICK G. NICHOLS, professor emeritus of Harvard, met to (a) salute the famous business educator; (b) form a Frederick G. Nichols Club—over his protest—without officers, dues, or other formalities; and (c) launch a long-range campaign to get business education booming once more in Harvard. Leaders of the club are Temple's BILL POLISHOOK and Madison's (Virginia) STEVE TURILLE. Chief opposition: Frederick G. Nichols.

Side Light No. 3: A new group of officers and board members were elected at the EBTA business meeting. Soon after efficient PRESIDENT JAMES R. MEEHAN (Hunter College) turned over his gavel to MRS. FRANCES D. NORTH, the accompanying photograph was taken and announcement was made that next year's convention would be held in Boston.

Newly elected officers of the Eastern Business Teachers Association are as follows: *Seated left to right:* BERNARD A. SHILT, Supervisor of Commercial Education, Buffalo, New York, *secretary*; MRS. FRANCES D. NORTH, Western High School, Baltimore, Maryland, *president*; FRANK D. MARCH, Drake Schools, New York, *vice-president*; and RUFUS STICKNEY, Boston Clerical School, Roxbury, Massachusetts, *treasurer*.

Standing left to right—members of the Executive Board: DR. JAMES R. MEEHAN, Hunter College, New York (retiring presi-

dent); DR. HELEN REYNOLDS, New York University; ELGIE G. PURVIS, Strayer College, Washington, D. C.; CLARK F. MURDOUGH, Edgewood Junior College, Barrington, Rhode Island; SAUL WOLPERT, Eastern District High School, New York; and LLOYD H. JACOBS, New Jersey State Supervisor of Distributive Education.

NEW STATE OFFICERS

Recently elected officers of business-education sections of state educational associations include the following:

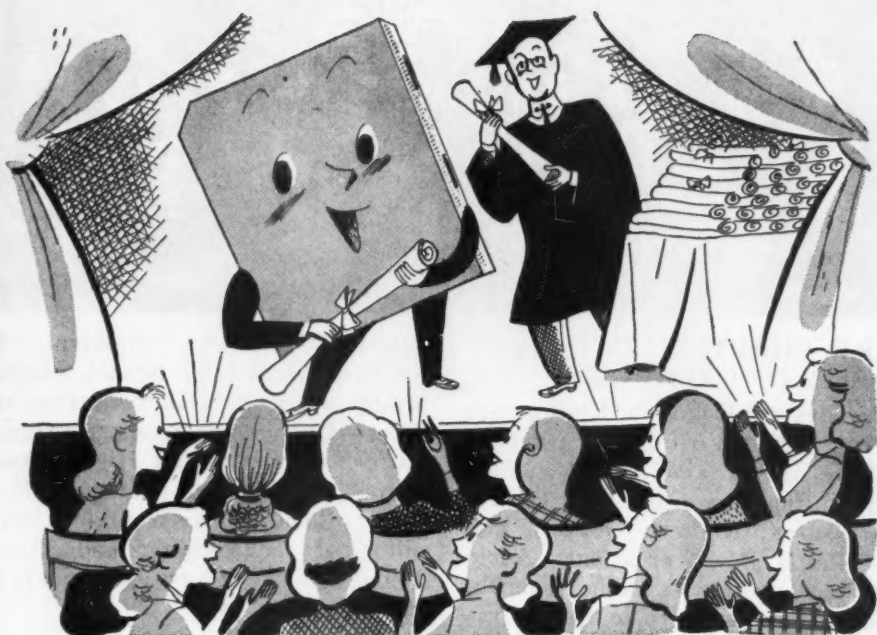
California. DR. MARSDON A. SHERMAN (Chico), president; BESSIE BERGMAN (Los Angeles), vice-president; MILDRED LEE (Alhambra), secretary; and CLAUD ADDISON (Salinas), treasurer.

Iowa (Central District). VIOLA UFER (Marshalltown), chairman; R. C. BLATENBERG (Des Moines), vice-chairman; and LOIS BUCKINGHAM (Winterset), secretary.

Kentucky. MR. PREZIOSO (Covington), president; DR. V. A. MUSSELMAN (Frankfort), vice-president; ELIZABETH DENNIS (Lexington), secretary; and SR. GRACE MARIE (Louisville), treasurer.

Louisiana College Conference (Commerce Section). O. C. MILLER (Louisiana Polytechnic Institute), chairman; NORVAL GARRETT (Southeastern Louisiana College), vice-chairman; and MARGARET NEWBERRY (Louisiana Polytechnic Institute), secretary.

Oregon. HAROLD PALMER (Klamath Falls), president; JOE UPDEGRAFF (Baker), vice-president; MARGARET GHORMLEY (Canby), treasurer; and INEZ LOVELESS (Springfield), corresponding secretary.



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NEW D.P.E. CHAPTER AT UNIVERSITY OF OKLAHOMA

New initiates to Delta Pi Epsilon are these charter members of Sigma Chapter. Shown above are: *seated left to right*—Dr. Harry Huffman, sponsor; Charles McKinney, treasurer; Kathryn DeFord, historian; J. Ralph Reed, president; Adele Thompson, vice-president; Noba French, corresponding secretary; Jodie Smith, recording secretary. *Second row*—Paul G. Salter, Eugene D. Lindahl, Pearl Shelden, Mary F. Vobruba, Dorothy L. Setari, Katie Marlow, Vera L. Billingslea, Robert D. Hay, Rose Leske, Kenneth B. Horning. *Third row*—Raymond R. White, Lawrence Freeman, Frances Lauderdale, Milton L. Bast, Homer B. Williams, Leona Dale Hulet, Dr. Earl Clevenger, Hazel Noland, Ruby S. Forrest, T. Harry McKinney, Maxine S. Stuard. *Not in picture*—E. E. Hatfield, John Elliot.

NEWLY ELECTED OFFICERS

Inland Empire Education Association (Business Education Section). CALVIN MESSINGER (Ritzville, Washington, High School), president; ARTHUR BIRGE (Oakesdale, Washington, High School), vice-president; and MARY CLUTE (Wallace, Idaho, High School), secretary.

Mid-Western Business Schools Association. WALTER KAMPRATH (Minnesota School of Business, Minneapolis), president; JERRY PLATT (Platt College, St. Joseph, Missouri) and C. C. JACOBSON (National School of Business, Rapid City, South Dakota), vice-presidents; CORINNE WILSON (Business Preparatory School, Wichita, Kansas), secretary; and HUGH BARNES (Barnes School of Commerce, Denver), treasurer.

Ohio Business Teachers Association. NORMA RICHTER (Indianola Junior High

School, Columbus), president; LILLIAN STARKEY (East High School, Akron), vice-president; I. G. KETTERHEINRICH (Van Wert High School), secretary-treasurer; PAUL SMITH (Norton High School, Barberton), membership chairman; NELLIE A. OGLE (Bowling Green State University), editor of publications; and MARGUERITE APPEL (Ohio University, Athens), business manager.

NABTTI BULLETINS

Now available from The Research Press, 611 Harrison Street, Kirksville, Missouri, at 50 cents each, are three recent publications of the National Association of Business Teacher-Training Institutions:

No. 46. *Selection Procedures for Office Employees*, by Earl Clevenger; December, 1948.

No. 47. *A Standardized Test in Office Practice*, by William A. Allee; and *A Survey of Basic Business Education in Ohio*, by Inez Ray Wells; both, March, 1949.

No. 48. A combination bulletin including *Research Studies Completed and in Process*, by Brownfield; *Report of the Nineteenth Annual NABTTI Convention*; Membership Roster, Officers, and Constitution of the organization.

Editor of NABTTI's Bulletins is DR. STEPHEN J. TURILLE, Madison State College, Harrisonburg, Virginia.

Schools

WORK EXPERIENCE

In the May issue of the BEW, mention was made of four colleges at which graduate courses in work experience for business teachers will be offered this summer—Michigan, Ohio State, Syracuse, and Oklahoma Universities. To this list should be added another: The University of Tulsa will have two work-experience courses, each carrying four graduate credits. Dates:

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BEW
June

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Name

School

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TEXAS FELLOWSHIPS

The University of Houston has announced the availability of a number of teaching and laboratory Assistant Fellowships for the 1949-1950 school year. Stipends range from \$800 to \$1,000. Write: Director of the School of Business Administration.

SOMETHING NEW?

From August 8 to August 12, Pennsylvania State College will be host to a unique workshop for Private Business Schools. At the request of the Pennsylvania Private Business Association, a series of intensive courses in administrative and subject-matter areas will be given—for college credit: the week's study earns one credit point. The faculty for the intensive programs includes: DR. JAMES GEMMEL, of Penn State; JOHN F. SHERWOOD and WALLACE BOWMAN, of the South-Western Publishing Company; GEORGE DAVEY and MRS. MADELINE STRONY, of the Gregg Publishing Company; E. G. PURVIS, of Strayer College; and DR. DOROTHY H. VEON, of George Washington University.

PACKARD REORGANIZED

The Regents of the University of the State of New York have issued a new charter to the historic Packard School, one of America's first private business schools, now reincorporated as a nonprofit, non-stock corporation. The new corporation acquired from The Packard Commercial School Company, the former owners, the building, equipment, and other assets, including the right to the school name.

Trustees of the new Packard School are DR. PAUL S. LOMAX, New York University, chairman of the board; MRS. MILDRED MCAFEE HORTON, president of Wellesley College; DR. LYNN HAROLD HOUGH, formerly dean of Drew Theological Seminary; BERKELEY D. JOHNSON, assistant vice-president of the United States Trust Company; and LOUIS A. RICE, who has been and continues as president of the institution.

The entire faculty and administrative staff have been transferred to the new school organization.

TRI-STATE ELECTS

At the Tri-State Business Education Association meeting on May 6-7 in West Virginia, the following officers were elected:

C. A. NEALE, Hammel Business University, Akron, Ohio, president; GEORGE W. ANDERSON, University of Pittsburgh, Pennsylvania, *first vice-president*; RAYMOND MORGAN, Johnstown (Pennsylvania) High School, *second vice-president*; PAUL S. SMITH, High School, Barberton, Ohio, *treasurer*; and VIRGINIA ROBINSON, Washington Irving High School, Clarksburg, West Virginia, *secretary*.

People



At the Omaha convention of the Mid-Western Business Schools Association, HIRAM RASELY (Burdett College) had two unique honors: (1) he was dubbed *Nesahro Paheetu*, "The Silent Leader," and made a Chief in the Otoe Indian Tribe, of Oklahoma; and (2) he broadcast an address over a national hookup of 44 stations from Omaha's KOWH.

TO TACOMA

W. L. GROSS, for a number of years the representative of the Gregg Publishing Company in the Northwest, has joined the staff of the College of Puget Sound, in Tacoma. First assignment this summer: a special course featuring the new *Gregg Manuals*.

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DOCTORATE

JOHN MOORMAN, University of Florida, Gainesville, Doctor of Philosophy, from the State University of Iowa. Dissertation: "A Study of Basic Economic Concepts in the High School Curriculum."



John Moorman



Mary B. Bell

CALIFORNIA APPOINTMENT

MARY BERNADINE BELL, in competition with leaders of business education who took the examinations, has been appointed as Consultant in Business Education, California State Department of Education. She will be an assistant to DR. W. M. BLACKLER, Supervisor of Business Education, and will be in charge of office occupations.

Miss Bell completed her master's at Ohio State University and is completing her doctorate at U.C.L.A.

D.P.E. SECRETARY SUFANA INJURED

MARY SUFANA, National Secretary of Delta Pi Epsilon, was seriously injured in an automobile accident en route to the EBTA convention. She suffered shock, a broken collar bone, broken ribs, internal injuries, cuts, and bruises. Her condition has been critical. Address: 552 Taft Avenue, Gary, Indiana.

ASSISTANTSHIPS

The School of Commerce and the Department of Business Education of Northwestern University have available a number of graduate assistantships for the 1949-1950 school year, open to qualified graduates of colleges or universities. *Duties:* part-time teaching, research, laboratory assistant, or related activities. *Stipend:* \$1,050 plus

tuition. *For details:* write to DR. ALBERT C. FRIES, Northwestern University, Evanston, Illinois.

Visual

NEW TEXT-FILMS RELEASED

Text-films are the acme of direct application of principles of visual education; they are films prepared for use with specific textbooks. The content of each film is correlated with the content of a popular textbook; the text and the film together make a learning package.

Leader in the production of this new type of visual aid is the Text-Film Department of the McGraw-Hill Book Company, which has to date prepared twenty-five sound motion pictures, each of which is supplemented by slide films, and twenty-five additional slide films that are not correlated with motion-picture films.

Of the six sets of text-films produced so far, two are of special interest to business teachers. These are two sets of film strips: a series of five dealing with etiquette and correlated with the McGraw-Hill text, *Manners Made Easy*, by Beery; and a series of eleven dealing with college accounting and correlated with McGraw-Hill's *Accounting Fundamentals*, by MacFarland and Ayars.

Each film strip consists of about forty frames. Each deals with a specific topic, so that the individual films can be used independently of a text, although use with the related text is more effective. The accounting series, for example, includes individual film strips on journalizing and posting, the work sheet, adjusting the books, analyzing financial statements, and so on. Address: Albert J. Rosenberg, Manager, McGraw-Hill Text-Film Department, 330 West 42d Street, New York 18, New York.

FILM BIBLIOGRAPHY

For an up-to-date bibliography that lists references on how to use visual aids and where to get them, send your request and twenty cents for *Sources of Teaching Material*, by Catharine Williams. Address: Mailing Room, Journalism Building, Ohio State University, Columbus 10. This is a publication of Ohio State's Bureau of Educational Research.

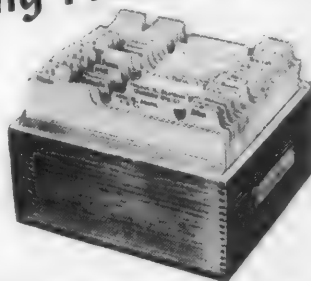


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Dracut High School	Dracut, Massachusetts	Ann R. Forsy

SECOND

John Harris High School	Harrisburg, Pennsylvania	Mrs. Elizabeth G. Railing
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PRIVATE SCHOOL DIVISION

FIRST

<i>School</i>	<i>City</i>	<i>Instructor</i>
Northeastern Commercial School	Lewisburg, Pennsylvania	Robert B. Smith

SECOND

Lamar College	Beaumont, Texas	Mrs. George C. Hall
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PAROCHIAL SCHOOL DIVISION

FIRST

<i>School</i>	<i>City</i>	<i>Instructor</i>
St. Stanislaus Kostka High School	Chicago, Illinois	Sister M. Sebastian

SECOND

Holy Name of Jesus High School	Worcester, Massachusetts	Sister M. Rose Lillian
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National Gregg Shorthand Contest, we wish to express
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Columbus, Ohio
Ohio State University

THERE is a wealth of literature on application letters, but very little of it concerns applying for a teaching position. The same general principles apply to all application letters; but, at this season of the year, when seniors in our teacher-training institutions are writing letters for jobs and established teachers are changing jobs or looking for summer work, it may be appropriate to analyze the application letter from the specific point of view of teachers.

Appearance

The outward appearance of the application letter is likely to be even more important in getting a teaching job than in getting a job in other lines of work. Certainly a teacher is expected to be neat and painstaking and to have good taste. Such qualities are revealed in the quality of paper and envelope used and in the attractiveness of the appearance of the letter. A teacher of business subjects will, of course, know how to type; and the letter should, by all means, be typewritten. A handwritten letter no longer receives careful attention: typing is a "must," and the letter must be typewritten in good form. This is true even when the position applied for does not involve typewriting.

It is very important to begin the letter in a way to attract favorable attention. It is easy to write, "Please consider me for such-and-such a position." Such an opening, however, has no originality and brands the writer as just another who follows the traditional "model" application letter. The opening should show some personality and should "get out of the rut." This is not to say that the opening sentence should be eccentric or bizarre, but it should invite attention. There is no need to go to either extreme.

A beginning that dramatizes one's outstanding qualification is usually effective. For example, one might say, "The best evidence I could offer to show you that I can fill the teaching position you have open would be to have you talk with my former pupils. Most of them are now successful business men and women." Or, "Having led my classes for the past three years and having graduated *cum laude*, I am hoping for the chance to put to work for you the skills I have acquired." Or, "Would you be interested in hiring a secretarial teacher who is able to take dictation at 140 words a minute and to type accurately at 75 words a minute, who has had two years' experience in an office, and who has learned how to train others to achieve these vocational skills?"

To give a letter a "you attitude" right from the start, it is often advisable to

begin by talking about the school or its requirements. One might write, for example, "To fill the position of accounting instructor in your school, you probably want a man who has a thorough knowledge of bookkeeping and accounting principles, who—preferably—has had actual accounting experience, and who has the ability to impart his knowledge and skill to others. I should like the opportunity to prove to you that I have these prerequisites." Or, "Ever since I began my training, I have looked forward to the time when I might apply for a position in the Blank School. Blank has always seemed to me to represent the best in business colleges."

A reference to conditions in the teaching field may be used. An example of this type of opening is "Now that school enrollment is beginning to approach normalcy and the number of trained teaching candidates is increasing, you can afford to choose your staff carefully."

In answering advertisements, of course, one must refer to the ad, at least sufficiently to identify the exact job one is applying for. In following up a lead from a placement bureau, or an agency, an applicant may use the name of the agency in his opening, referring to the source of his information about the job.

The "name opening" is more effective when it uses the name of a well-known person. It is all very well to say, "Mr. Joe Smith has suggested that I write in regard to a position in your school." If the reader hasn't any idea who Joe Smith is, however, the effect is lost. Such an opening should be used only when the man referred to is well known and will lend prestige and influence.

If no more original opening can be devised, at least the applicant can say, "To prove to you that I can fill the position of typing teacher to your complete satisfaction, I am attaching a list of my qualifications."

A good beginning may mean the difference between success and failure, but the rest of the letter must carry on the

good work. The writer must make it very clear for what position he is applying, since several vacancies may exist. Then, he must give his specific qualifications in considerable detail. It is generally conceded today that the two-part application letter—or a one-page letter with a detailed data sheet—is much more successful than the traditional long, detailed letter.

There can be no question that the employer wants specific details. But, rather than clutter up the letter, it is better to use a separate data sheet for details and to use the letter to call attention to certain particularly helpful qualifications that meet the requirements of the position. There should be no hesitation about repeating some of the data in the letter; many employers like the applicant to indicate how his qualifications suit the requirements for the position. Reference may be made to the data sheet for details.

The Data Sheet

The complete picture of the applicant and his background should appear on the data sheet. The employer will expect to be able to trace every step in the applicant's life history. Certainly, all education should be listed, down to and including the high school attended. The exact titles and dates of all degrees must be included. Some details concerning courses taken and subjects that can be taught should be given. Mention of practice teaching may be helpful if the applicant has had no teaching experience.

A complete record of all jobs held (either in chronological or reverse chronological order) must be given. This should include part-time and nonteaching jobs. Dates must be listed, as many readers will want to see whether all the applicant's time is properly accounted for. It is desirable to give the reason for leaving a position if the reason is not unfavorable to oneself. This is not, however, an absolute requirement.

Most school boards want a teacher to

be a well-rounded individual; so, some evidence of interests outside the classroom should be presented. Participation in extracurricular activities, membership in organizations in and out of school, church and community work, and the like, will prove very helpful in obtaining a good teaching position.

Naturally, personal qualifications, both physical and psychological, are important and should be given. A brief description of one's hobbies and interests is helpful in revealing one's personality. It is not a good idea to attempt to describe one's own personality, for such a description is likely to lead to apparent conceit and, in any case, would be heavily discounted. Let the facts on the data sheet and the letters from references suggest your personality.

Finally, several references—with permission—should be cited. Former employers constitute the best references. The reader should be invited to write to them direct, for information. For the beginning teacher, his own instructors will be the best references—particularly practice-teaching supervisors. Character references are of little real value; yet some employers will ask for them. The applicant may invite the reader to send to the college placement office for a complete folder of references concerning him.

The most important thing to remember about the data sheet is that it must

1851 Lane Avenue
Columbus 12, Ohio
May 24, 1949

Mr. John Doe, Principal
Southwest High School
Marion, Ohio

Dear Mr. Doe:

Mr. John Brown, of the Department of Business Education of Ohio State University, informs me that your school is expanding its commercial program to include a series of courses in distributive education. I should appreciate your consideration of my qualifications as a teacher in this field.

It is very gratifying to me to note the expansion of distributive education in high schools, since I have been interested in the field for a long time. I have made it my major course of study in the College of Education of Ohio State and expect to receive my degree in it in June.

It seems to me that the teacher of distributive subjects should have a combination of theoretical training and actual experience. An examination of the enclosed data record will show you that I have this combination. I have had experience as a route salesman of bread; I have assisted my father in the office of a wholesale grocery concern; and I have done part-time work in several wholesale and retail firms in Columbus in connection with my college courses in distributive education. Some of my instructors have been practicing businessmen; and they presented the material in terms of actual, everyday problems.

In my methods courses and other education courses I have had the advantage of studying under a faculty second to none in the fields of education and business education. The fact that I was able to keep my grades high is shown by my membership in Pi Omega Pi, the national honorary business education fraternity. In one of my courses I prepared a term paper on teaching the subject of buying for a retail store, which was later revised and published in the *Retail Training* magazine.

In addition to distributive education, I am thoroughly qualified to teach bookkeeping, basic business, commercial law, and typewriting. My practice teaching was done in the Columbus high schools in the fields of salesmanship and general (basic) business.

Further details of my background are to be found on the data record. I should be glad to call on you for a personal interview at your convenience. The enclosed addressed envelope is for your use in telling me when I may meet you to present my qualifications in more detail.

Respectfully yours,

John W. Smith

Enclosures—2

A Letter of Application

be complete and arranged for easy reading.

Request for an Interview

The letter should end with a request for an interview at the employer's convenience. Unless a long distance and considerable travel expense are involved, one should offer to visit the school whenever the hiring official prefers. Of course, if one is working or attending school, it is perfectly all right to suggest sometime when one can come most readily. But the employer is the one to set the appointment. Very few teachers are hired through letters alone. The interview will be necessary.

The application letter is a sales letter. It begins in a way to attract favorable attention, forges a chain of reasons for hiring the applicant, and closes with a request for action: an interview. It will pay the applicant to take great pains with

his letter and to make each one sent out appear to be an original—not a copy. If the job applied for is one that is important and is expected to last some time, the applicant should include a recent photograph. The applicant should not hesitate to do some prospecting. That is, he can send letters to schools, even though he does not actually know that a vacancy exists. Of course, in this case he will apply only for work in his field; not for a specific position.

The question of mentioning the salary expected is always a perplexing one. The writer is of the opinion that the application letter should say nothing about the salary expected. The matter should be left for the interview or a later letter. If the applicant can find out what salaries are being offered in his line, he will be prepared for the question when it arises. Otherwise, he must merely use his best judgment.

The Co-operative Fashion Show—

■ **RENETTA F. HEISS**
Altoona High School
Altoona, Pennsylvania

A Retailing Project

THE salesmanship classes of Altoona High School recently participated in a unique project that was so popularly approved and so educationally rewarding that it seems worth reporting to other co-operative retail selling teachers and to all interested in good school publicity.

Our classes took part in a training program conducted co-operatively with an Altoona department store, The Bon Ton. The program not only permitted our students to learn the inside-out of the store's operation but also made it possible for them to share in a large-scale promotional effort that terminated in their own participation in an informal style show.

Absorbing, exciting, informative, educational — such was this project; and

more: a boost to our entire co-operative retail selling program.

Initiating the Project

This co-operative program was set up through the retail division of our Altoona Chamber of Commerce. It was directed by the department heads of The Bon Ton, a member firm of the Chamber, with the co-operation of the writer.

The first step in the project, once the planning stage had been successfully passed, was the presentation of a series of lectures to our combined salesmanship classes by The Bon Ton buyers and executives. These talks covered many aspects of store operation. The subject of buying was reviewed in detail, with a de-

scription of how The Bon Ton actually selects its dresses in the showrooms of the manufacturers. The classes were told exactly how professional models display styles to store buyers.

A résumé of sales promotion was included, with discussion of magazine advertising, newspaper ad-copy writing, and preparation of radio spot announcements. In addition, the talks included details of practical selling techniques used in the store.

The second step in the project was an explanation of how the details of our "lesson in sales campaigning" would be conducted and the organization of the students in committees. A chairman, to serve as co-ordinator between the committees and the store executives, was elected. Each student indicated whether he would prefer to serve on the sales-promotion, display, or merchandising committee; and

then each committee group elected its own chairman—no, "manager."

The Project Underway

Each of the three committee groups worked closely with the appropriate department head at The Bon Ton.

The sales-promotion committee, working under the advertising manager of the store, had the valuable experience of par-



Close-up of the center entrance display designed by the student display committee in the project.



Students designed all these window displays, enjoyed experience.

ticipating closely in a local portion of a national program. The Bon Ton was about to announce its spring showing of "Junior First" dresses. "Junior First" was being nationally advertised, with a special sales-promotion link with the Pepsi-Cola Company: "Junior First" dresses were "for the Pepsi Crowd."

The Altoona sales-promotion campaign was to include the local unveiling of the "Junior First" dresses, the presentation of a style show by our salesmanship students, and the contribution by the Pepsi-Cola Company of free refreshments at the style show. So, the work of the sales-promotion committee was cut out for that committee.

This committee created many successful efforts. Its major duty was to help plan the full-page advertisement that appeared in the local newspaper the day before the style show; but, in addition to this, the committee sent a post-card invitation to every girl in our senior high school; prepared spot announcements for our local broadcasting station; and worked up other advertising materials.

The display committee, working directly under The Bon Ton's display manager, was equally busy and excited with new learning. It was the job of this committee to plan both interior spot displays and the window displays. The interior displays and the stage for the style show were completed by the store's display personnel, although designed by the committee members; but the window displays were a student accomplishment.

Because the style show was a unique feature, the store turned all its windows over to the students; and the display manager accepted the committee's plan for the theme and design of the windows. Under his supervision, they decided on the color scheme and the media to be used. This committee did its work so well that the president of the store acclaimed the completed window displays as the best his store had ever had; and the local Pepsi-Cola Company had pictures taken to be sent to the firm's home office. How proud the students were!

Student sales-promotion committee planned this full-page newspaper ad. Merchandising committee modeled in store and for the ads.

.....

The merchandising committee was supervised by the merchandising manager of The Bon Ton. The committee selected the five girls who would do the actual modeling; and the committee members themselves served, too—the girls as hostesses and the boys as floor-men—on the day of the show.

The Project Completed

The project was climaxed by a highly successful style show. The advertising attracted customers. The sales-promotion program clicked. The displays were admirable. "Junior First" had a successful Altoona debut, and everyone knew that "Junior First" dresses were "for the Pepsi Crowd."

But beyond these practical aspects, so thoroughly appreciated by the executives of The Bon Ton, were other values in which the school and the salesmanship teacher are more keenly interested.

One, the success of the project caused other businessmen to view with new interest and appreciation our school program; so the project contributed in valuable public-relations gains to the school and to the co-operative retail selling program.

Another, participation in the project warmed student interest, too, and gave our program of sales training added stature.

A third value, and this is the one that alone could justify our undertaking the project, the experience gained by the students was a rich one, a practical one, a highly educative one. Too often classes in advertising, sales promotion, display, merchandising, retailing, and selling are merely theoretical areas of discussion, even when enriched by guest speakers now and then. The experience of our students in the style-show project was intensely practical; it was "the real thing."

Transcription English: What to Teach

■ MARIE M. STEWART
Stonington High School
Stonington, Connecticut

ONCE in a while we meet an unusually co-operative English teacher who asks us, "Are there any special aspects of English that you would like to have me stress in order to make the work in transcription better?" We are usually so surprised that we stammer, "I . . . I . . . well, give them a little extra dose of punctuation and grammar."

Knowing what English to give transcription students seems as simple as that—until we run into the problems that accompany the takes we give our transcription students. Then, suddenly, we are face to face with the fact that our students have absorbed an amazingly small amount of English in their eleven or twelve years of education. Transcription English needs more than "a little extra dose of punctuation and grammar." And there is no doubt that the transcription teacher is going to have to *teach*, not just review, at least the minimum content of transcription English.

What are the minimum essentials for stenographers? These are the items that I think we must be sure to teach: spelling, the great American blight in education; punctuation—possibly the rules for the comma and possibly two rules for the semicolon; some grammar—the idea of sentence structure, the agreement of verbs and nouns or pronouns, and the case forms of personal pronouns; and a few keys for written expression, unity and coherence.

Now, there is the list of the essentials; but the really important question is, "How are we going to teach them?" Well, we must recognize, first of all, that the English teaching time can, necessarily, be only a small part of the total transcription teaching time. We can't have the English tail wagging the dog of transcription. English is important, but it mustn't

occupy the whole stage. If we recognize that fact, then our problem is mainly one of simplification.

We will teach for recognition and correction instead of trying to teach for nomenclature and technical analysis. We are going to simplify our work. We are going to use all the art at our command to the end that the best teaching job can be done in the shortest possible time.

Grammar

How can we do this with regard, first of all, to grammar? We can explain the sentence to our students as a complete thought. "If we have a group of words starting with a capital letter and ending with a period and that group of words does not make sense," we'll tell our students, "then we don't have a sentence. No sense, no sentence." The idea, of course, is easy—easy to teach and easy to understand.

We can also teach the sentence with the idea of training our people to recognize the simple subject. We shall probably have to explain that a dictator is so interested in trying to convey a message that he frequently gets lost in the maze of modifiers, and his verb may agree with the last noun or pronoun that he said. The stenographer has those words in front of her, and it is the stenographer's—our students'—business to see that the verb does agree. Personal pronouns, similarly.

In the matter of nominative- and objective-case forms, let's tell the pupils that errors occur very frequently—in the case of compounds, "Mr. Smith and I" versus "Mr. Smith and me"; and in the case of reflexive appositives, "We girls" versus "Us girls."

In compounds, it is easy to teach pupils to drop the first part of the compound and retain the pronoun form and then just look at it. For example, we have the sentence, "We have asked Mr. Brooks and he/him to call at your office on July

26." For the moment, let us drop "Mr. Brooks and"; we have left, "We have asked he (?) to call at your office on July 26." Nobody would say that, you see. (Confidentially, who cares whether *him* is part of the compound object of the verb or part of the compound subject of the infinitive?) It is important only that the student can use quickly the correct word.

In the case of reflexive appositives, teach the students to drop the noun. "The Government has asked we/us businessmen to hold the line on prices." Drop "businessmen." "The Government has asked we (?) to hold the line on prices." You see, we just won't say that. Neither will students.

For the possessive case we can teach students the use of the apostrophe with nouns and the fact that in personal-pronoun possessives we do not use an apostrophe.

Punctuation

For punctuation, suppose we take the rule for the comma in the compound sentence. We use a comma to separate the clauses. We can tell our students this: "If you see an *and*, an *or*, a *nor*, or a *but*, look ahead to see whether there is a following subject. If there is a subject, then there will be a comma before the *and*. If there is no subject, there will be no comma. No subject, no comma." This is very easy for our youngsters to remember.

And, in this connection, possibly we should teach the semicolon: "You have a sentence. In this sentence, say, you would ordinarily place a comma before the *and*; but there is already at least one comma in that sentence; so, now use a semicolon instead of that comma before the *and*. Or, it might be that the connective—*and*, *or*, *but*, *for*—has been omitted entirely; if that's the case, then use a semicolon to indicate that omission." So now we have two rules for the semicolon tied up with the rule for the comma in compound sentences.

That and Which

It is fun to ask a class, "How many of you have ever heard the terms *restrictive* and *nonrestrictive*?" Maybe one or two hands go up rather diffidently. You ask, "Can you explain them?" For probably six or seven years they have been taught restrictive and nonrestrictive clauses. The difference hasn't stuck.

Let's teach these as *that* clauses and *which* clauses. Teach that *that* clauses do not take punctuation; *which* clauses are set off by a comma or commas. At this point it all seems very simple, very easy to remember, doesn't it? *That* clause, no comma; *which* clause, set off by a comma or commas.

But, unfortunately, many businessmen don't know when to use a *that* clause and when to use a *which* clause. Therefore, we have to teach our pupils; and we'll probably say, "When you have a clause that is absolutely essential to the meaning, you have a *that* clause. Take this sentence: 'The letter that asks for an extension of credit is now on my desk.' Look at the clause, 'The letter is now on my desk.' Is there a question in your mind? Are you saying, 'What letter? Which letter?' Then, would you say that the other clause is absolutely necessary to the meaning? Yes, of course. Is it a *which* or *that* clause? It is a *that* clause. What about punctuation in that sentence? No punctuation.

"Now, take this sentence: 'Your letter of July 15, which is now on my desk, has received our careful consideration.' We will drop the clause; and we have, 'Your letter of July 15 has received our careful consideration.' Is there a question in your mind? Complete sense? Did you *need* that clause? Could you get along without it? Of course you could. Which is it, then, a *that* clause or a *which* clause? Right—a *which* clause. And what are you going to do about punctuation? Set it off by commas."

So much for restrictive and nonrestrictive clauses. That's as much as students need to know.

Written Expression

With respect to written expression, we shall probably teach unity as a matter of sticking to the point. Each sentence must have one main thought. Each paragraph should have one main thought. Each letter should have one main thought. If you are typing or transcribing, and you find that another main thought is started, obviously you start another paragraph.

And, when we come to coherence, we can really and truly enjoy this. It is fun. We speak of clearness of the message, and we say that many times the message isn't clear because modifiers are not placed with the words they modify.

"Suppose that you were secretary to the advertising manager for Marshall Field, and that in the Boys' Department there has been quite a demand for long trousers, with the result that you're overstocked with boys' short trousers. So you are going to have a sale to try to move that stock; and your employer dictates to you, 'Short boys' trousers on sale today.' Who is going to come to buy? Obviously, mothers of undersized boys. How simple it is to make it right, and the modifier will do it for you.



"Are you cursing again, or is that another big word I have to look up?"

"What about the sentence, 'Please indicate the type of lawn mower you wish on the enclosed card'? Now, that's quite a trick—getting a lawn mower on a card—and how easy, by a simple matter of rearrangement, to make the message absolutely clear: 'Please indicate on the enclosed card,' or 'On the enclosed card please indicate.'"

The pupils like that sort of thing; and, really, before you know it, they will be bringing in to you examples of violations of coherence.

English Homework

If I were teaching "Transcription English," I think that once a week I should assign English homework. This is what I would do: I should have a set of sentences duplicated—maybe twenty-five. Those sentences would illustrate the points that I have tried to teach, and I should assign them one night a week for homework, as a weekly review.

Now, it is one thing to assign work, and it's quite another thing to see that the work is done; for, after all, we can't follow the students home. So, to be sure that they study, I would "work" those sentences, timing myself. Let us suppose that I, the teacher, could do them in two minutes; then it would be reasonable to suppose that the youngsters could do them in five. So, the following day I would distribute fresh, identical sets of sentences; and I would say, "You have five minutes by the clock to do these sentences. Any that you do not have time to finish will be called wrong." And, of course, there can't be any argument. If those pupils study the assignment, they will be able to do the work easily in five minutes.

Now, how much time does this take? You need five minutes of class time once a week. In exchange for this time, after you have presented your minimum essentials, you keep that material fresh in the students' minds. Every week the class has twenty-five sentences. You review every week. You keep the principles fresh in their minds.

Top-Flight Typists

SR. M. ADOLORATA, O.S.M.

Holy Name School
Omaha, Nebraska

IF ANYONE had told me, a year ago, that high school students react with interest to motivation charts, I would have been skeptical. "My students," I would have said, "are too sophisticated."

But in October, 1947, I saw a chart, "Type into Stardom";¹ and thought I would test the idea. To my great surprise and to the delight of my students and myself, I found that the chart-for-motivation idea really works.

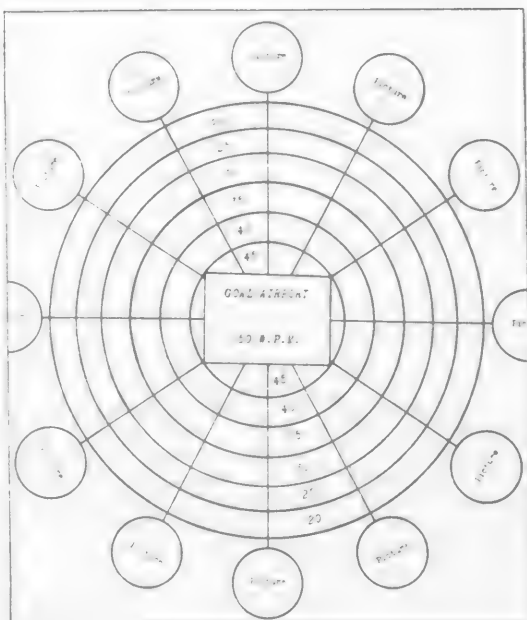
This year I continued using the same chart for my students who were now in the advanced class. My beginning group begged for a chart, too; so I prepared the "airport chart" that is illustrated. It, too, has exceeded my expectations.

Within six weeks after we began using the chart, everyone had finished his "ground training" at 20 and 25; twenty more had flown "with the instructor" at 30 or 35; and one student had "soloed" at 40. The class is measured on its success in 10-minute writings on the Competent Typist test published monthly by *The Gregg Writer*, and no "flight" is approved if it has over five errors.

Constructing the Chart

Materials. For this chart, you need one large sheet of poster paper, a snapshot of each student, and a small replica of an airplane for each student.

Design. About a center "landing strip," draw six large circles. The landing strip ought to be about 4 inches by 3 inches, and the circles ought to be about



an inch apart. You may wish to use a different color in each circular area.

The illustration shows how twelve pictures might be used; on a large chart, however, it is easy to mount thirty or forty pictures and connect each with the landing strip.

Use. After the pictures are mounted and the lines to the landing strip are drawn, "park" a plane beside each picture. As soon as the student reaches the speed indicated on the outer circle, his plane taxis up (is thumbtacked in place) to the outer circle. As the student reaches each higher speed, his plane races toward the airport. "Races" is the right word, too; for students truly compete for the honor of being the first to make each higher "approach."

¹S. M. Therese, O. S. F., "Type into Stardom," *Business Education World*, October, 1947, page 84.

I. PUBLIC HIGH SCHOOL DIVISION

First place—Silver loving cup for school, \$10 to teachers: Killingly High School (Danielson, Connecticut), *Frederick J. Oliva*.

Second place—\$10 to teacher: Community High School (Scott City, Kansas), *Hester J. McKee*.

Third place—\$5 to teacher (triple tie): Lancaster (Missouri) High School, *Elsie Deutschmann*; Warwick (New York) High School, *Mrs. Lillian Desoe*; Peters High School (Southborough, Massachusetts), *Eva C. Hayward*.

Honorable mention—\$3 to teacher: Old Lyme (Connecticut) High School, *Helen S. Christensen*; Ray School (Moodus, Connecticut), *Pauline Arnold*; Bethel Township School (Tipp City, Ohio), *Mrs. Frances E. Frock*; Henrietta M. King High School (Kingsville, Texas), *Gertrude Short*; Ladysmith (British Columbia, Canada) High School, *Rees Richards*.

Special prize for largest number of qualifying papers—\$5 to teacher: Albuquerque (New Mexico) High School, *Mrs. Kay Carmichael* and *Patricia Reedy*; Union High School (Manteca, California), *W. L. Naiman*; Ithaca (New York) High School, *Ethel M. Doney* and *Katherine Lyons*.

II. CATHOLIC HIGH SCHOOL DIVISION

First place—Silver loving cup for school, \$10 to teacher: Holy Angels Academy (Saint Jerome, Quebec), *Sr. Marie Sylvio*.

Second place—\$10 to teacher: St. Stephen High School (Cleveland, Ohio), *Sr. Mary Celia*.

Third place—\$5 to teacher: Sacred Heart High School (Springfield, Massachusetts), *Sr. Alfreda*.

Honorable mention—\$3 to teacher: Saint Mary Central High School (Carlyle, Illinois), *Sr. M. Elfrida*; Mallinckrodt High School, (Wilmette, Illinois), *Sr. Larentia*; St. Anthony High School (New Bedford, Massachusetts), *Sr. M. St. Yvette of the Angels*; Notre Dame High School (North Adams, Massachusetts), *Sr. Mary Rose of the Sacred Heart*; Saint James High School (Academy, Massachusetts), *Sr. Florence Louise*; Saint Joseph School (Salem, Massachusetts), *Sr. Marie-de-Lourdes*; St. Augustine's High School (South Boston, Massachusetts), *Sr. Marie Winifred*; Holy Rosary Academy (Union City, New Jersey), *Sr. M. Xavier*; Saint Basil's High School (Pittsburgh, Pennsylvania), *Sr. Dionysia*; St. John's Business School (Pittston, Pennsylvania), *Sr. M. Stanislaus*; St. Mary of the Assumption High School (Scranton, Pennsylvania), *Sr. Paulita*; St. Edward High School (Shamokin, Pennsylvania), *Sr. M. Margaret James*; St. Euphrasia High School (Seattle, Washington), *Mrs. Ida G. Payzant*; St. Mary's Academy (Milwaukee, Wisconsin), *Sr. Mary Angelus*; St. Mary's School (Ladysmith, British Columbia), *Sr. Joseph Margaret*; Our Lady of the Sacred Heart Convent (Ottawa, Ontario), *Sr. St. Celestine*; Blessed Sacrament Academy (East Sherbrooke, Quebec), *Sr. Saint Paul of the Cross*; Saint Ann's Academy (Montreal, Quebec), *Sr. Mary Rose Paulina*; American Dominican Academy (Havana, Cuba), *Sr. Mary Stephen*.

Special prize for largest number of qualifying papers—\$5 to teacher: West Philadelphia Catholic Girls' High School (Philadelphia, Pennsylvania), *Sr. Marianette*, *Sr. Constance*, *Sr. Neginata*, and *Sr. Wilhelma*; St. Vincent Ferrer High School (New York, New York), *Sr. M. Regis*, *Sr. Rose Margaret*, *Sr. Catherine Marie*, and *Sr. M. Eustace*; St. Joseph's Commercial High School (Brooklyn, New York), *Sr. Alma Virgo*, *Sr. De Chantal Maria*, and *Sr. Stella Josephine*.

III. COLLEGES AND BUSINESS COLLEGES

First place—Silver loving cup for school, \$10 to teacher: Oakwood College (Huntsville, Alabama), *C. E. Galley*.

Second place—\$10 to teacher: Marymount College (Salina, Kansas), *Sr. Isabelle Marie*.

Third place—\$5 to teacher: Holy Rosary Commercial School (St. Stephen, New Brunswick), *Sr. Mary Charles*.

Special prize for largest number of qualifying papers—\$5 to teacher: Campbell Secretarial School (New Bedford, Massachusetts), *Edward A. Cormier*, *Michael J. O'Leary*, and *George S. White*.

FIRST
in the
Public Schools
Division
Killingly
High School,
Danielson,
Connecticut



FIRST
in the
Catholic Schools
Division
Holy Angels
Academy,
Saint Jerome,
Quebec, Canada



FIRST
in the
Colleges and
Business
Colleges
Division
Oakwood
College,
Huntsville,
Alabama



Vocational Typing Is My Favorite Subject

■ FRED A. S. HABER
Murrell Dobbins Vocational School
Philadelphia, Pennsylvania

IN DECIDING which subject I enjoy most to teach, I need only remember the spontaneous reaction of students who are asked what subject they like most.

"Typing is the subject I enjoy most," they nearly always say, "because it is so different from anything else we have to study" or "because I like to work with my hands" or "because I like to *do* things, not just study and recite" or "because typing makes my work look so neat." Given an opportunity, students will tell you many reasons why they like typewriting. I feel the same way myself: there are innumerable reasons why I like typing best of all.

Most teachers will agree, I think, that it is a real pleasure to teach a subject in which the students are genuinely interested. The enthusiasm that pervades a typing classroom is contagious. All the students feel it, and it makes the teacher want to do everything possible to make sure the youngsters do obtain the highest skill of which they are capable.

It is wonderful to teach a study in which motivation is practically automatic! The personal and vocational values of learning this skill are obvious to students. That they want to master the art of typing is apparent by the eagerness with which the students enter the typing room and the reluctance with which they leave at the ringing of the final bell.

I do not mean that a typing teacher necessarily has an easy time in the classroom. It is by no means an easy process to transform the novice, with his clumsy and untrained finger, into a capable typist who can perform with ease and proficiency. Sometimes it takes infinite patience to maintain the morale of a discouraged youngster who is lagging behind the group. But there is a spirit of

growth in a typing classroom. As genuine skill begins to evolve, we teachers are aware of the proud excitement, the optimism, the new-found joy with which the students sense their growth and achievement. We share the excitement, the optimism, and the joy.



IN HOW many other subjects does a teacher have such an opportunity for individual instruction and attention? In typing, the teacher can reach every student—really, he *has* to, for it is only by individual instruction that the full experience of the teacher can be brought to bear on the young learner's problems. There is no way of estimating the value of the informal and pleasant associations with the individual students; but the value is great. When you teach typewriting, you are *close* to students. You really "teach students, not typing."

One of the things that adds to the pleasure of teaching typing is the variety of teaching aids and procedures. Those who do not know typing think of the subject as a drill subject; they think of it as monotonous, as repetitious, as dull. They don't realize the tools we have at our disposal! Laxity and boredom and fatigue, those enemies of learning, simply do not exist in a properly conducted typing class. Look what we have: excellent films, to inspire students to perfect their techniques; phonograph records, occasionally, to create a lively atmosphere and to help the development of rhythm; finger-gymnastic exercises, to flex young fingers; teacher demonstrations—oh, an extensive list. I especially enjoy demonstrating in an exaggerated manner the faults commonly seen among the stu-

dents; the demonstrations are always amusing and effective. For what other subject is humor a more effective teaching device?

Today, the typewriter is becoming an item of standard equipment in more and more homes. We typing teachers are privileged, indeed, to have the oppor-

tunity we do: to teach boys and girls a skill that will not only open employment doors for them but will also serve them personally all the years of their lives.

No wonder typing is my favorite subject! Both my students and I understand its importance and share in the pride of its development.

Personal-Use Typing Is My Favorite Subject

■ VIRGINIA F. ALTIERI
Newton High School
Newtonville, Massachusetts

A SCHOOL subject might well be considered "favorite" and cause the pronoun "my" in the title to be changed to "our" when the pleasure and satisfaction experienced by the teacher is equaled by similar emotions in the pupils. Such can be said of this subject—at least, it can when instruction is based on a reasonable philosophy.

What are the aspects of a teaching philosophy that make personal-use typing so pleasant both to teach and to learn? It seems to me that there are four aspects that are particularly important.

Progress in acquiring typing skill can take place only in an atmosphere of confidence in pupil success.

PUPIL: Who wouldn't vote a subject his favorite when honest effort insures success, especially when the effort is so much fun to make?

TEACHER: What teacher would not vote in favor of a subject in which all pupils not only can achieve success but also do greatly enjoy the process of learning?

Progress can take place only in a happy atmosphere, free of tension, impatience, or irritation.

PUPIL: A subject can well rate "favorite" when, even if it isn't always easy, the teacher is confident that "it will all come out all right"; or when, even if she were impatient, she certainly doesn't

show it; or when (glory be!) no matter what grade you get, it doesn't hurt your honor-roll standing!¹

TEACHER: Because the success of my pupils requires constant vigilance against my impatience at slow

progress, and because the atmosphere of confidence and cheer so necessary to the success of my pupils rests with me to create and maintain, I find that my "affirmative-mindedness" not only causes me to anticipate this class with pleasure, but also has given me a cheerful attitude toward every phase of my daily work.

Skill should be applied at as early a stage as is practicable.

PUPIL: Isn't this wonderful! My history notes, my essays, my science notebook, *everything* gets done so much more quickly when I type it. I think my typ-



¹The question of honor-roll standing was given great thought when typing for personal use was introduced in our school. Grading was necessary: it was felt that the course should carry some credit value. Grading could cause emotional tension, however, especially in cases where the academically brilliant student has difficulty with the co-ordination required in learning to type.

Therefore, we place the personal-typing grade only at mid-year and only on the guidance card. (This is a special card that carries a grade in each subject half way through each report period so that the pupil will know his standing at that point.)

In June, a grade for the entire year is given on the regular report card. Under this plan the pupil receives recognition and credit for his work but is relieved of any fear that his honor-roll standing will be jeopardized—a fear that could be a definite obstacle in skill development.

ing of papers keeps all my teachers in a better frame of mind, for my grades seem to be improving. Too (wonder of wonders), our typing teacher doesn't say, "Typing class is for drill only"; she allows us and shows us how to type our schoolwork right in class. You bet I like personal typing!

TEACHER: Oh, yes, teaching personal-use typing is so satisfying. Even the slow pupil derives such satisfaction from putting his typing skill, limited though it may be, to actual use—typing his notes, his book reports, and his other schoolwork. What teacher wouldn't be happy to be helping pupils acquire a skill from which they derive so much present and future benefit?

The teacher should be not a taskmaster and error-detector but an aid to the pupil's acquiring as rapidly and efficiently as possible a skill he can put to use every day.

PUPIL: Already I can type my book reports, English themes, and history notes. I don't know how to set up my material; all I have to do is bring it to class. It's so easy when there's someone to show you how.

TEACHER: Teaching personal typing is



"I'm sure it's somewhere in the basket."

really delightful in the relationship that flourishes between teacher and pupils. I'm not a mere disciplinarian or taskmaster. I am a welcome source of help to my pupils.

THE TEACHER of personal-use typing enjoys unusual freedom from routine. She has an elastic program—the program has to be elastic if it is to provide—

1. A systematic plan of continually building speed and accuracy—the fundamentals of basic typing skill.

2. Instruction in the typing problems that students meet in school life.

3. Time for pupils to put their typing skill to use, without having the class become (as it so easily could) an aimless typing activity.

Planning work to provide for these factors — individual interest plus basic minimum requirements—results in a class situation that is most pleasant. There is daily challenge and fruition in finding ways to—

1. Stimulate students to improve their basic skill, always by emphasizing improvement over one's own record.

2. Use "artificial" or text problems only at the very moment they typify those facing the students in their personal typing problems.

3. Adapt the schedule so that pupils who have a minimum of time to devote to typing derive utmost benefit within the existing limits at the same time that other students (with more time, interest, and ability) may pursue the skill far more extensively.

THE TEACHER of personal typing enjoys several additional freedoms equaled in few other subject fields. He has freedom from the necessity of giving unpleasant assignments. He has freedom from unpleasant disciplinary situations: pupils are too busy and interested in typing to create any disciplinary difficulties. He has freedom from the unpleasantness of accepting some failures as inevitable; for, when one's aim is to acquire skill in typing for personal use, all emphasis is on the "positive."

Let's not consider these as negative satisfactions. They provide a happy background for the real pleasure derived in helping pupils acquire and develop the ability to put their typewriters to everyday use. It's a pleasure to teach personal-use typewriting.

THE latest word on methodology and legislation concerning distributive education, this book is a revision of the author's first *Distributive Education*, published in 1941. Doctor Haas is "business educated" as well as "school educated." Since his first edition came out, when he was a staff member of the Business Education Service in the U. S. Office of Education, he has served as Retail Training Director for Montgomery Ward and as a business counselor. He is at present Chairman of the Department of Marketing, Loyola University. He is definitely a businessman's teacher; his book reflects continually his "Main Street" philosophy.

The Case

The need for training workers in distributive occupations is expertly expressed. This need is substantiated through the use of statistics and studies. A quick review of the history of retail training is given in terms of the apprentice period, the Prince period, the store-management period, and the contemporary distributive-education period. This build-up is followed by specific suggestions for the training of youth through the co-operative part-time program.

Teen-Age D. E.

Doctor Haas has ideas of his own for the organization and operation of the program at the high school level. He devotes much space to helping the beginner—or the experienced, for that matter—over the organization "hump." Experience indicates that lack of proper organization has been a weakness of many programs. Haas's guidance in this area serves as good insurance. Management, instructional, and supervisory problems are also amply treated.

D. E. Grows Up

Realizing the tremendous possibilities of distributive education for adults, the author gives a third of his discussion to treating the problems of promotion, organization, subject matter selection, and procedures for this level of work.

Haas feels that formal training will do more to upgrade distributive occupations, in the eye of the general public, than any other one thing. This upgrading having taken place, he feels that distributive occu-

Book Review

ROBERT L. HITCH
University of Wyoming

"Distributive Education"

Vocational education receives another sturdy boost in Kenneth B. Haas's new edition of Distributive Education.¹ For the teacher co-ordinator, it is a working tool of the first import. For the teacher trainer, it represents the superior in the area of text materials.

.....

pations will attract more capable workers, who in turn will effect greater profits and justify better remuneration.

These Things, Do

The beginner or the first-year man in the community is cautioned to give major consideration to the following areas of activity: (1) establish yourself as the *leader* of D.E. in your community; (2) establish *good* community relationships; (3) establish the *right* individual relationships; (4) formulate a *plan* of procedure; (5) acquire *information* on those people, things, and materials with which you will work; and (6) *evaluate* and *use carefully* the information you have gathered.

Tag Ends

Like all good teachers, Haas doesn't stop with "talk." He produces. Appendix A contains a detailed, model instruction unit for trainees in general merchandising stores. From a study of this unit, the reader gets a clear conception of the good teaching procedures involved.

Appendix B is literally chock-full with co-ordinator tools and materials. Samples of the following are to be found here: personal-data sheet, work report, pre-entrance assignment, Shoppers' Rating Scale, personal-rating sheet, rating sheet for salespeople, high school interview record, and personality rating scale.

From cover to cover Haas's *Distributive Education*, Second Edition, represents the latest and the best in distributive-education guidance.

¹ Kenneth B. Haas, *Distributive Education*, Gregg Publishing Company, New York, 1949. 300 pages, \$3.



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BEW-649

The Errors They Make in Transcription

A Research Review by
RUTH I. ANDERSON
Texas Christian University

■ *Have you wondered whether your students make the same transcription errors as other students do? Doctor Anderson, famous analyzer of shorthand researches, reviews here the research of Olive G. Jensen¹ and reports and comments on her findings.*

IN THIS study¹ an analysis was made of "the errors found in shorthand transcripts of second-year shorthand pupils in an endeavor to determine the nature and extent of the errors, the skills and knowledges involved in the transcription, and the possibilities for improved instruction as a means of preventing the difficulties."

Procedure

A letter of 207 words, to be dictated at 84 words a minute, was selected from *Rational Dictation*. The letter was to be transcribed in ten minutes, thus requiring a transcription rate of 20.7 words a minute. Students were not to correct any errors made nor to retype the letter.

Twenty-seven schools gave the test and returned a total of 378 transcripts of second-year shorthand pupils. Both the pupils' shorthand notes and transcripts were checked. Each deviation from the copy was considered an error, including incorrectly transcribed words, omitted or added words, and transposition of words. The transcripts were checked three times—first for English errors, then for typing errors, and for shorthand errors.

Findings

Of the total transcription errors, 1,174 were typewriting errors; 1,208 were English errors; and 1,330 were shorthand errors.

The average number of errors per transcript was 9.6. A definite relationship existed between a pupil's skill in shorthand, as shown by his shorthand

notes, and his accuracy in transcribing.

English Errors. Of the 1,208 English errors, 58.2 per cent were punctuation errors; 19.8 per cent, incorrect spelling; 6.1 per cent, lack of knowledge of capitalization or failure to apply rules; 8.4 per cent, inaccurate syllabication; 5.4 per cent, failure to compound words; 2.1 per cent, unclassified errors.

Over 63 per cent of the punctuation errors were due to the omission of the comma; almost 26 per cent, to errors in the use of the apostrophe. Over 50 per cent of the students failed to use the apostrophe to indicate possessive forms. Over 31 per cent of the comma errors were in the use of the comma with a transposed clause; 20 per cent, in the use of the comma with a co-ordinate conjunction; and 19 per cent, in the use of the comma with words in a series.

Of the 239 misspelled words, 37 different words were misspelled.

With the exception of the word *about*, all errors in syllabication were due to failure to divide between syllables.

Seventy-four errors were made in capitalization; 64 errors were caused by the failure to use the hyphen in compound words.

Shorthand Errors. Of the 1,330 shorthand errors, 688 were caused by substitution of incorrect words; 324, by incorrect reading of the shorthand notes involving the writing of derivatives; 129, by omissions of one word; 92, by omissions of two or more words; and 97, by insertion of words not dictated.

In 67 of the 129 omissions of one word, the corresponding shorthand outline was correctly written. In 54 of the errors, the shorthand outline was omitted

¹Olive Gladys Jensen, "An Analysis of Errors and Variations in Usage in Shorthand Transcriptions," University of Southern California, M.S. in Ed., 1938.

in the notes. Only 8 errors were caused by faulty shorthand outlines.

In 27 of the 92 errors classified as omissions of two or more words, the shorthand outlines were reasonably accurate; in 59 cases there were no shorthand outlines for the omitted words; in only 6 cases were the outlines poorly or inaccurately written.

Of the 688 substitution errors, 292 errors were due to incorrectly written outlines; 104, to misreading a correctly written outline; 183, to getting down the wrong outline entirely; and 109, to faulty penmanship. Of the 183 substitutions caused by wrong shorthand outlines, 158 resulted in obscure or senseless expressions; in 25 cases the thought of the sentence was not changed.

Of the penmanship errors, 91 were due to inaccurate size of outlines. All the 324 errors in writing derivatives involved the endings *ed*, *ing*, *tion*, *s*, or *er*.

In 22 of the 104 cases in which pupils misread correctly written shorthand outlines, the words used conveyed practically the same meaning as those dictated and in 49 cases made good sense.

Typing Errors. Of the 1,174 errors, 257 were adjacent letter errors; 230 were caused by anticipation of a following letter.

The largest number of adjacent letter errors (136) was caused by striking the wrong row of keys, the lower bank of keys being most frequently involved.

Of the 230 anticipation errors in typing, over half resulted in transposition of the two letters.

Of the typing errors, 101 were due to omissions of letters as a result of failure to strike all keys with the same intensity.

Dates, amounts of money, and figures were written improperly in many cases. Great variation existed in the writing of magazine titles. Reference initials were omitted 72 times and enclosure notations 246 times.

While the author gives the source of the letter used in this study of transcription errors, no statement is given concerning the difficulty of the vocabulary

or the syllabic intensity of the letter.

Some investigators might question the use of only one letter of 207 words to test the pupils' transcription ability. A longer test involving several letters might have more nearly represented the ability to transcribe shorthand notes. This procedure would also have avoided the possibility of a large number of errors caused by nervousness.

An analysis has been made of the errors found in pupils' transcripts in 27 different studies. In the majority of these studies there has been general agreement in the findings of the various investigators that the frequency of errors in transcription occurs in the following order: errors in punctuation, typing, grammar, spelling, capitalization, substitution of words, omission of words, arrangement of letters and mechanical details, and syllabication. The investigators of these various studies have generally agreed that the basic cause of errors in transcription was the inability of the pupils to apply punctuation, capitalization, spelling, and English usage to a practical situation in transcribing.

The findings reported by these investigators cannot be ignored. *The shorthand teacher who expects to train vocationally competent stenographers and secretaries can no longer insist that her job is that of teaching shorthand only and does not include teaching English fundamentals.* So long as the application of these basic English principles continues to be the major stumbling block in the production of mailable transcripts, shorthand teachers must plan to devote some class time and attention to such fundamentals as punctuation, capitalization, and spelling. The development of a high degree of shorthand skill is not enough.

While the above study includes fewer papers than many studies of transcription errors, the papers were exceptionally well analyzed, and careful study was made of the underlying causes of each type of error. Not only were the papers thoroughly analyzed, but they were soundly interpreted.

Some Principles of Learning Applied to Typing

■ LOUIS C. NANASSY and JULIUS NELSON
Paterson State Teachers College
Paterson, New Jersey

MOST of us forget why we do many of the things we do in the classroom. The wording of psychological principles slips our minds; and, when we are asked to defend our teaching techniques, we forget the defenses. This is particularly true in typewriting instruction: we forget why praise is better than reproof, why psychologists say we should demonstrate, why we should vary practice routines, and so on. Forgetting, we sometimes abandon good techniques or drift into using poor ones.

We presented this point of view to the authors of this contribution. They volunteered to search the literature on skill-building learning processes and to refresh our memories. This contribution, then, presents forty principles that they have found and gives their interpretation of those principles as applied to the teaching of typewriting.—Editor.

Word meanings grow not by continuous repetition in the identical situation but by recognition and use in a variety of thought-getting activities.

Don't present material to be learned in isolated situations. For example, teach the shift keys in connection with typing proper names; don't have students type row after row of lone capitals.

Learning is a series of progressive approximations to a successful performance.

You won't get much speed from mere repetition. Your students must periodically force themselves to type faster.

Learning takes place most surely when one intends to learn and remember.

Get students so "pepped up" about typewriting that they will *strive* for improvement.

Efficient study is purposeful study directed toward explicit goals.

Be sure your students know exactly what they are to accomplish each day. They should know the reason for performing each activity in the lesson.

Growth is a response to stimulation.

Motivate your pupils. If you do, they'll

learn to type more skillfully and in less time.

Responses that are accompanied by satisfactions are learned better.

See to it that your teaching guarantees successful work by your pupils. "Success breeds success" applies to typewriting.

The first step in economical learning is to establish a goal.

You should "hit the bull's-eye" in each lesson. Make students aware of what you're trying to put across.

An integrated whole is not just a collection of parts or elements; any organized process is more than, or different from, the sum of its parts.

Wherever possible, teach by the "whole" method. For example, when teaching letter typing, present initially all the letter parts as a unit rather than go through extensive drilling on each part before the students see the parts as a whole letter.

The instructor and the learner should know the characteristics of the good performance.

Demonstrate proper performance and teach pupils to compare their own performances with your more skillful one.

Learning by observation is successful only in so far as the learner is able to perceive the desirable responses and reactions and is able to guide his own efforts accordingly.

When you teach by demonstration, focus students' attention on each essential response and reaction—repeatedly.

Direct practice is more effective than learning through reactions to mechanical guides.

Don't waste time practicing fingering on table tops or practicing the carriage return through arm-waving drills without actually throwing the carriage.

Giving guidance in the early stages helps establish the integrated response essential to the economical acquisition of skilled movements.

Never wait until the pupils develop the wrong technique and then attempt to correct it; show them the right way in the first place. Prevention is better than cure.

Various elements of a learning situation are perfected more economically by practicing them together.

As far as possible teach each operation as a whole rather than in several steps. When teaching how to use the paper release, for example, don't drill separately on the elements of grasping the paper, pressing back the release, and removing the paper; instead, these three steps should be combined into one unbroken operation.

When a part of a learning situation is singled out for specific treatment, that part has a different significance and character.

Avoid repeated practice in unnatural settings. It is better, for example, to practice shifting for capitals by writing connected matter than by merely practicing entire lines of proper nouns.

Overemphasis on any one phase of an act may destroy its balance and effectiveness.

For example, don't repeat the carriage-return drill until pupils do it with 100 per cent flawlessness, lest they get the idea that the carriage return is the most important phase of typing.

It is unwise to have the advanced typist work on production jobs always requiring invariable movements under exactly the same conditions.

Toward the end of advanced courses, you should present as many varied practice conditions as possible so that typists get used to working under almost any condition. (In building basic and production skills, uniform conditions are imperative.)

It is important to assist the learner to determine the consequences—the inappropriateness or appropriateness—of his reactions.

You should not only watch for errors, but you should also point out to the pupils their full effects and show them how to overcome such errors.

Procedure for treating cases of "disability" comprise the following steps: (a) Diagnose deficiency responsible for the trouble; (b) make clear to the learner the sources of the trouble; (c) encourage and arouse a strong desire to overcome the defects; and (d) provide remedial exercises designed specifically to supplant the inappropriate actions by effective ones.

You should go through these logical steps in helping students overcome their errors. They are: (a) Finding the trouble; (b) convincing the student what it is; (c) motivating him to get to the root of the

trouble; and (d) showing him how to accomplish this with proper practice.

Knowledge that progress is made in the right direction is a stimulant to further successes.

When students do good work, let them know about it. This will "pep" them up so that they will do even better.

The learner himself should be trained to detect his errors and successes.

Train your students to know, for example, whether a letter is well arranged without asking you.

The final proficiency is not merely the performance at the beginning done more rapidly; it is a different performance.

Fast typing is not merely slow typing speeded up.

Precision is a relatively late development in the acquisition of skill. It takes the form of greater smoothness, economy, stability, rhythm, speed, and exactness.

Teach your pupils to use the best techniques in all their practice, but don't expect the utmost in skill at the beginning; precision takes time.

The value of verbal guidance increases for a relatively short time with amount and then decreases.

You should not talk too much. Explain briefly while demonstrating. The way to learn to type is to *type* rather than to *talk about typing*.

Preventing errors before they occur is better than trying to eliminate them once they have been made.

That old saying "An ounce of prevention is worth a pound of cure" applies perfectly to errors in typing.

Giving positive instruction is superior to calling attention to errors.

Use the affirmative approach. Tell students what to do, not what *not* to do.

Too much guidance is probably detrimental if it reduces the learner's initiative and decreases his sense of personal responsibility.

Give students help only when it is needed.

Actual increase in output rises rapidly in the early stages but more slowly in the final stages of acquisition of skill.

Don't expect improvement to continue at the same rate. A 10 per cent increase is easier to attain when writing 30 w.a.m. than when writing on the expert level of 100 w.a.m.



"If you must pass notes to each other all during class, you could at least type them so you'd get some much needed practice."

In complex performances the physiological limit is very seldom reached.

Keep this in mind when students tell you that their fingers just *can't* go any faster. Very few persons reach their physiological limit in typewriting. Experts say no one has.

The prime condition of improvement is that the performance be reorganized in better form; that is, on a higher level.

Your pupils won't improve their skill much merely by quantity of practice. Much more rapid improvement will result from emphasis and intensive effort on such skill-building factors as concentration, proper posture, short drives for speed, etc.

Plateaus may occur despite an interest in improvement and an effort to secure it. They may be due to bad habits or methods that interfere with further progress until they are eliminated.

Watch for faulty techniques when your pupils find it hard to improve their results. Plateaus may be due to the way they are typing.

Short-time, day-to-day ups and downs are practically universal.

Don't judge your students' work by day-to-day results; the long-term trends are more important.

One of the most productive means of maintaining interest is to make the pupil aware of the improvement he is making.

You should teach students how to evaluate their own efforts so that they will know at all times how they are progressing. This additional teaching pays big dividends through intelligent student co-operation.

Tests should be used principally as learning instruments—as means of teacher guidance and of pupil self-guidance and adjustment.

You should use tests in typing for purposes other than grading; as, for example, to find out what the students didn't learn.

Form and accurate imitation of operational techniques, rather than ultraspeed, should be emphasized in the beginning.

You should emphasize good operational form at the beginning. With proper instruction, speed, accuracy, and the other qualities of skill will eventually be acquired.

While practice is necessary in the acquisition of a skill, even large amounts of random practice will be unproductive.

You should carefully guide the practice of your students. It's not how *much* they practice, but how *well* they practice.

Evidence clearly shows that, in general, distributed learning is better than concentrated practice.

You should distribute your practice time. In other words, one hour a day for five days is better than five hours in one day.

Repeated failure puts a drag on learning.

Teach in such a way that students will feel that they are always improving.

Achievement standards should be individual rather than general or absolute.

Rigid standards for all mean less-than-best achievements for many.

The rate at which forgetting occurs depends mainly on the strength and vividness of the practice responses.

Make learning stick right from the start through vivid mental and physical action so that students will not forget easily.

Adequate organization in original learning makes for permanence and for exactness of recall.

Know exactly what you want to put across in each lesson; then put it across systematically and thoroughly. Your students will then be able to recall their skill and learning more completely and more easily.

A Secretarial Play for the Auditorium

■ MERCEDESE ROBINSON
Weyauwega High School
Weyauwega, Wisconsin

AT THE end of each school year, in order that parents and businessmen can see what has been accomplished in the commercial department, my students and I give an evening program. At this time, all shorthand and typing awards are given out. We display charts, typing notebooks, job portfolios, and any other special work accomplished in the commercial classes during the year.

Last spring I wrote the skit given with this article. Through the co-operation of a local dress shop, the girls in the skit also displayed the correct clothes to be worn by an office girl. The skit was read to the audience through a concealed loudspeaker, and the girls pantomimed the action on the stage as the reading progressed. Between the scenes of the playlet, in order to provide time for changing the sets, the typing "orchestra," under baton and director, "played" several selections on their typewriters.

A Day in the Life of a Secretary

A day in the life of a secretary! What is it like? What duties must she fulfill, what problems may she encounter, what fun can she have? Let's follow Miss Secretary through the vicissitudes of a day and see what adventures befall her.

(Curtain goes up to reveal a living room. Miss Secretary is asleep on the davenport—a chair with an alarm clock on it drawn up beside her.)

It is morning! Early morning! Our heroine is peacefully sleeping, blissfully unaware that in a moment the seven o'clock alarm will shatter her slumbers. This is a small apartment that two other girls share with her. Since there are three girls, the studio couch in the living room is used as a bed. The girls shift sleeping quarters at regular intervals, so that no one has to suffer too long on the studio couch. However, there is an added rule—that a "late-dater"

is doomed to take the studio couch whether or not it is her legal turn.

There goes the alarm! *(Pantomime begins.)* Miss Secretary reaches out and shuts it off. She settles back on the pillow. Perhaps she doesn't mind losing her job—or maybe *her* boss doesn't care if employees are tardy. Oh, good, she is finally rubbing the sleep out of her eyes and reaching for her robe.

Now begins the rushing and scurrying around to get breakfast ready and *ress* for work. First, she turns on the heat under the coffee pot. *(Two small tables at left. One contains electric plate and dishes and the other is the breakfast table.)* Then she awakens her two fellow sufferers *(Calls)*, "Muriel! Edna! Seven o'clock! Time to get up!" *(Back to table and sets it for three people during following action.)*

This is Muriel *(who appears)*, pulling hairpins out of her curly locks and interspersing that duty with huge yawns that threaten to engulf her. Behind her, that is Edna in the doorway. The girls are up. The day has begun. *(Curtain.)*

Scene II

An hour later we catch glimpses of many business girls, all hurrying to their respective posts. Among them, no doubt, if we could watch closely enough, we would probably spy our three friends. *(Curtain reveals chairs arranged like seats in a streetcar. Three or four stenographers can be entering the car—the rest are already on—reading, gossiping, sitting.)* But there are too many busses, too many subways, too many streetcars crammed full and brimming over with these business expeditors; so we will confine our watching to one streetcar. Here comes one such expeditor—some office boy's heroine, no doubt. She swings on *(pantomime going up steps)*, drops in her dime, and finds a vacant seat. After a glance at her watch to see whether she will still make it, and a casual look at her fellow passengers to see whether any of her pals are around, she—what's this! —takes out a lipstick and refashions and colors lips that have not been made up for at least fifteen minutes and which must be desperately requiring repairs by now. Hmmm.

Oh, here's another stenographer swinging on. She waves at a friend. No seat left! Too bad! She must dance along with the streetcar, clinging to a strap. (*Clenched fist above head suggests a strap—and she should swing and sway with the motion.*)

What an auspicious beginning for a day. Well, she's going to read a newspaper. She is apparently the type who tries to better her mind—or is that the article about Gloria Van der Haven's new yacht she is so absorbed in? Well, never mind—she can read, apparently.

Oh, oh, that new girl who just got on at Sixty-Third Street has bumped into her. It wasn't actually her fault—the streetcar zigged when she was zagging, but how those two are really glaring at each other! And the only available strap is right beside our intellectual reader. The best solution, I guess, is to stand back to back so that they can't congeal each other with their icy looks. (*Girls glare and turn their backs.*)

Oh, thank goodness—downtown finally, and time for the majority of the crowd to disperse; all but our lipstick wielder, I guess. She apparently doesn't travel with the hordes. She is *still* working on her face! Who would have thought it needed such extensive retouching! One chance for redemption for our chosen profession; perhaps she isn't a stenographer. Are you, O lipsticked maiden, an office worker or a stenographer? Please tell us.

(*She rises and stares haughtily at the audience before leaving and says—*) "Conductor, I'd like to get off here. I'm a beauty operator." (*Curtain.*)

Scene III

(*A screen through the middle of the stage separates a reception room from an inner office.*)

At last, here we are at our goal—the office. For this we rise early when we should much rather be sleeping; we eat our breakfast and dress on an exacting time schedule of minutes; we crowd and push our way into already crammed busses and streetcars; and then, at nine o'clock on the dot we reach our mecca—ready to do our daily share toward keeping the world moving forward.

In the room at right sits Frances, the secretary, trim and fresh; Maisie, the stenographer; and little Jennie, the typist—all

eagerly beginning their day's work. In the room at left sits Mr. Green, the boss, frowning over his morning's mail. He reaches for the buzzer—two rings—Frances's call. (*Frances grabs pen, clips, pad, and letter she has just finished proofreading before removing from typewriter.*)

As Frances enters the inner sanctum, Mr. Green waves her to a seat and begins his morning dictation. (*During following action, he may pace the floor, light up a cigar, pound on the desk to emphasize points, and either pantomime speech or do it in a mumble.*)

In the outer office Maisie is rattling along on her typewriter. She must be an excellent typist. Notice the speed and precision with which she works. Apparently she is very accurate, for she hasn't stopped once to—sorry, I guess she must finally have hit a wrong key. No—she's taking out her purse and my, what a lot of things there are in it! What do you suppose she's hunting for—oh, a stick of gum! Well, maybe she thinks that the rhythm of chewing helps her type better. Here comes a customer. I wonder what she wants.

It must be one of Maisie's friends, judging from the way Maisie welcomes her. She's showing Maisie what is in the box she's carrying. Been shopping, I suppose. Frances looks a little startled, don't you think, at seeing a visitor as she comes back from the inner office. Do you suppose she is unkind enough to think that having guests is not a part of a stenographer's job. (*Telephone rings in Mr. Green's office. He answers.*) Maisie must be describing a new dress she bought recently—she certainly chews with enthusiasm, doesn't she?

Oh, oh! That call must have been important, for Frances's buzzer rings again; and she exits once more to the inner office. She and her shorthand notebook must be bosom pals, for it always accompanies her on these pilgrimages.

(*Boss gives her directions about something she is to do, waving his cigar in the air, telling her the time to do it by consulting his watch. Frances nods and writes in her book as she stands.*) Meanwhile Maisie escorts her guest reluctantly to the door and goes back to her typing.

What—another friend? No, I guess this time it's a real customer—a man, too. Jennie (*who has been filing*) does the welcoming this time. He wants to see the boss

—and Jennie says the boss is busy right now; but, if he doesn't mind waiting a few minutes . . . He doesn't and she motions him to a chair. Maisie is interested. I don't blame her—he is good-looking, although he seems a little uneasy under Maisie's flirtatious eyes and smiles.

Frances re-enters and now perhaps the customer—no, she is going over to Maisie. She asks for something. Maisie says, "No." They seem to be having an argument. Apparently Frances needs whatever Maisie has been typing, and it isn't ready as yet. Poor Maisie—she has barely had time to get into the swing of her work this morning, and here they are heckling her. It's a shame! Frances sighs and shrugs and now finally she gets to the customer. He explains what he wants and Frances, with a nod, once more invades the inner sanctum.

Mr. Green, meanwhile, has been reading the letter she laid so carefully on his desk when she answered the first buzz. A smile spreads over his face. It's the perfect letter—she's the perfect secretary—it's enough to put him in good humor the rest of the day. Jovially, he looks up as she enters. (*Waves letter in air.*) This is a pippin!—he says—not perhaps in quite those words, but that is the meaning he conveys. Now Frances's face is wreathed in smiles also.

"Thank you," she acknowledges and proceeds to announce the customer. Of course, Mr. Green will see him; and back she goes to the outer office and indicates that he may enter. (*Customer and Mr. Green shake hands, the customer draws up a chair and takes some papers out of brief case, and the two men busy themselves as the action continues in the other office.*) Now Frances begins to do her morning's transcription work. There are letters and telegrams to be sent. Maisie has been typing. She is working hard now, for she is making plenty of noise—or could it be that she feels justifiably angry at being picked on so early in the morning?

Well, let's leave them to their day's work without spying on them any further. What if Maisie may perhaps leave in a huff and look for greener fields and less work—or even, perish the thought, be asked to leave—there are still Jennie and Frances to uphold the honor of the business girl and her place in the world of business. (*Curtain.*)

Scene IV

At last, the day's work is behind us and an evening of fun ahead. Here we are back with our friends Muriel, Edna, and Miss Secretary in their apartment. It seems to be empty. Do you suppose that all three of them have gone out for the evening? No—there is Muriel! She's not going out, I guess, for she has on a comfortable lounging robe. I wonder what she plans to do with a whole luxurious evening all to herself. Write letters? Listen to the radio? It's fun guessing, isn't it? She has a box in her hand and a magazine. We guessed wrong. She fluff's out the pillow on the davenport, and now we know that she intends to catch up on her favorite serial. The box—dear Muriel, you really shouldn't—candy is very bad for the figure. Of course, it's the very best chocolate; and perhaps she doesn't indulge too often.

There is a knock at the door. Muriel is too comfortable to rise—she calls, "Edna." So, Edna is home, too. Out she comes in a hurry, lightly pulls Muriel's hair in laughing disgust at her laziness, and opens the door. Jane, Alice, and Martha enter. (*Smiles and greetings—new coiffures and clothes to be admired.*) Edna takes the wraps and both Martha and Jane go over to Muriel to see what story is so engrossing. Perhaps they will read it when they have nothing better to do. (*Muriel may show them pictures and tell in pantomime how she is enjoying the story.*) Alice takes out compact and lipstick and retouches her—Good gracious! Am I seeing things? It can't be—it is—our beauty-parlor friend who was on the streetcar. How did she ever get in here? I thought that this was a day in the life of a secretary or a stenographer. Hmmm!

Now Edna returns and invites the three girls to draw up chairs for a game of bridge. Muriel has evidently begged off this evening or perhaps she doesn't play. Jane begins dealing the cards; and Alice, who has been complimented on the new shade of her lipstick, takes it out and let's the others examine it.

They begin bidding. But there's a knock at the door. Edna excuses herself. Let's hope it isn't more company, for it's impossible to play bridge with five people, and Edna loves to play—it would be a shame if she had to sit and kibitz. Oh—oh—it's a man!

(Muriel waves hello at him.) She introduces him to the girls, invites him to sit down, and disappears for a moment. He seems a trifle nervous—he sits twiddling his thumbs and looking at the floor. (Girls compare colors of fingernail polish and surreptitiously look him over.) Edna returns and resumes her place at the table. Are they just going to let him sit there uneasily for the rest of the evening?

Ah, the mystery is explained—Miss Secretary enters, dressed to go out for a big date. Isn't she gorgeous? Her eyes sparkle even after a full, hard day of work and her smile is warm and happy as she greets him. He helps her with her coat and they exit

amid a chorus of good-byes from the bridge table. Edna is telling the girls something very confidential—see how they put their heads together over the cards. I wonder just how much real bridge they will play. (Slow curtain begins.)

And Muriel—how far has she progressed in her story? This must be an exciting part, for the magazine in her hands is trembling. Good gracious! She has fallen asleep! The magazine drops to the floor, and one arm trails from the davenport. Sleep well, dear Muriel. Tomorrow is another hard day. And the curtain closes reluctantly on this cheerful scene. Another day has gone by in the life of a secretary.

The Kwota Klub in Typing

MEMBERSHIP

LINDA STOO	TED PARKHURST
MARILENE HOWARD	VINCE ELEGANT
ANNE DISCHENBERG	BARBARA HANCO
DOUNA HARD	JERRY WOODRIF
WENIPRED WESTLAND	BOB HARRISON
BOB DE BALD	CHARLES ROSS
MAILE SUSKEY	TOM PRUNEMAN
DALE KARD	LYLE MAY
MAURICE WILKIN	RONALD GRIFFITHS
JERRY KELLY	ROSMARY NELSON
VERDA DICERON	ED JACOBSON
GERALDINE WILLIAM	LA JENNE OWEN
DALE KARD	DALE TAYLOR
BARLENE WILKIN	MARGARA MARSHALL
DOUNA KING	RICHARD FERR
REXIE JEWELL	CHARLES DENLEY
RONALD WILLY	KARLENE KRAMER
SHIRLEY LIBBY	SYLVIA KELLER
BAOMI TIBBETS	CLIFF CORSON
WILMA GARNER	MAX ALBERT
JIM DOOLIN	CHARLES SWETT
DONALD DEAN	ROBERT SCHULTZ
OPAL KRISTENBACH	KEITH LANDEFS
DEBBIE BURKEAS	BOBBIE BOVE
JOHN BYERS	JANET STACH
HELEN THOMAS	DEWEY OGBORN
JO ANNE GARDNER	BAOMI ANDERSON
JANICE RUCKER	DEAN VAN RICE
BITA BARBER	VIRGINIA HADD
LOLAINE PIERSON	JERRIE HENDER

To be named a member, student must type 30 w.a.m. for 10 minutes. Stars represent additional gains of 10 w.a.m. Double star represents 20 w.a.m. gain in one month.

■ A. A. SCHLICHTING
The Dalles High School
The Dalles, Oregon

IT IS not difficult to keep a high level of pupil interest during the first semester of a typing course. The novelty of the work, the variety of the activities, and the pleasure of continual and obvious improvement all tend to sustain the learner's interest.

But, about the start of the second term, when the keyboard is no longer a mystery, when the attachments of the typewriter have all been explored, and when the novice has had his baptism of business typing, there is a letdown in students' drive. They encounter plateaus in their speed and accuracy records. Students complain about being tired.

That's the time to say, "Now, class, we are going to organize a Kwota Klub."

Everyone — well, *nearly* everyone — likes to be joiner. The Kwota Klub offers a chance to combine the let's-join-a-club spirit with learning accomplishment. To become a "member," the student must achieve a goal selected for him personally by the teacher. To remain a member in good standing, the student must during each quota drive achieve the

Further ramifications: If students do not make their quotas, they are penalized. In our school the penalty is 25 cents—and penalty funds go into a purse that is used for buying awards and pins for students who earn them. Thus, we are in a position to honor superior achievement and yet to honor also normal achievement; and so we motivate students at all levels.

Explaining the Idea

The day that announcement of the KWOTA KLUB is made, a statement is posted on the bulletin board:

You have been assigned an objective—you quota—that you are expected to achieve during the next six weeks. Your quota is indicated on the Quota Sheet. You should have no particular difficulty in reaching this goal. When you make your quota, your name will be checked and you will become a member of our Kwota Klub.

If you do not make your quota, the penalty is prompt payment of a 25-cent assessment, to be used for the purchase of pins and award and for entertainment.

This membership drive closes on

It takes just a few minutes more for the teacher to explain what materials will be used for the qualifying membership tests, what accuracy standards will be observed, what the length of the timed writing intervals will be, and so on.

In our school we participate in the Competent Typist awards program of the *Gregg Writer*; so, we have set up our

Every student's quota is assigned by the teacher. Check mark indicates that quota is achieved—and so is Klub membership!

KWOTA KLUB requirements much like those of that magazine: writings are for ten minutes, scores are in terms of net words a minute, maximum errors permitted are five, and the copy is the current month's CT test. Thus, our students earn their *Gregg Writer* awards at the same time they earn KWOTA KLUB membership. The club idea, however, could be used with any materials and with any requirements a teacher wishes to set.

Because we want *every* student to rise to the challenge of his quota, the quotas must be adjusted to the individual student's current level of achievement. The teacher has had a semester's experience with the class and is familiar with its abilities. The teacher knows which students are slow and which are lazy and which are "eager beavers." The teacher can readily estimate, therefore, the appropriate goal to set before each student.

The quota period—the time during which the students strive for club membership or to retain their standing—might conveniently correspond with the school's report-card period. The quota selected, therefore, should be one that the student can actually be expected to achieve dur-

ing the report-card period. Suggestion: *Don't* assign any quota that is beyond a student's achievement level; set the quota just a few words a minute above his present rate; let the student know success!

Some students will surprise you greatly by coming through with a "record." A "record," at least in our school's typing classes, is an achievement ten words beyond the quota; and a "record" is rewarded by some special reward—a new typewriter eraser, a week's supply of colored typing paper, or a similar inexpensive token.

A roster of quotas is kept posted on the bulletin board. When students make their quotas, a check mark is placed beside their names. When the dead line for the current drive has been reached, the successful students find that their names have been transferred to the official club roster, and the few unsuccessful students pay their fines.

Maintaining the Records

New quotas are announced immediately, and the drive begins again. The successful students—the members in good standing—have new, higher quotas for which to strive. The unsuccessful students have a new chance to make the grade. As students reach their higher quotas, stars are placed beside their names on the club roster to indicate special achievement. Because our lowest quota is thirty words a minute, getting one's name on the roster indicates achievement of that rate; for each additional ten words a minute, a star is placed beside the student's name. Some students win two or three stars by the end of the year.

Students, incidentally, score their own papers. The instructor needs to recheck only those papers that are submitted for membership qualification.

Integrating the Routine

We devote the first half of each class period to skill-building activities; it is in this part of our routine that the

KWOTA KLUB writings are included.

We start each period with a limbering warmup drill; proceed next to a selected alphabetic sentence to be typed in slow rhythm, for systematic keyboard review; then do a few figure drills or number drills; then have a 1-minute accuracy timing. Now we are ready for our daily 10-minute test.

We believe in using a variety of test material. We therefore permit the students to write on the CT tests only after they have qualified at their quota speed on easy copy such as Kimball Contest Copy, of which different selections are used each day. Once the student has met his quota on this kind of copy, he is permitted to take his daily 10-minute timing on the CT material until he has a qualifying paper or until the new month's test is received.

After the daily test has been completed, we still have a few minutes for *intensive* speed drills of many different kinds. When we reach the halfway mark in the class period, we proceed with practical application work—letters, envelopes, tabulations, and so on. Our program, therefore, is balanced.

An Evaluation

We do not believe that the results of the KWOTA KLUB project are particularly sensational, but we do believe that the club is a very satisfactory motivating device. Certainly it maintains student interest—the students check their standing on the bulletin-board records daily.

Almost 90 per cent of our large, unselected, beginning group of 86 students qualified for *Gregg Writer* progress certificates during our extremely short school year, with no outside-of-class practice. Thirty-five students reached the 40-word level; 12, the 50; and 2 passed 60—all on net speeds for 10 minutes, and with five or fewer errors.

Better yet, however, is the spirit of hustle, interest, and enthusiasm in the various groups. This is reflected by a larger enrollment than heretofore in our advanced typing classes.

The Situation-Response Question

■ DONALD K. BECKLEY
Prince School of Retailing
Simmons College, Boston

THE area of retail training in which tests probably are given most frequently is selling; yet in many respects this is the most difficult of retailing subjects to test. Why is it so difficult? One reason is that we are not yet positive what qualities distinguish the good salesperson from the poor one; thus, we cannot be certain of the most important factors to be taught and measured.

In devising a test for selling, there is usually difficulty in developing a test that measures *practical application* of the material taught. Ideally, it would be desirable to recreate a "live" sales situation and observe the student in action, checking his performance on the basis of some carefully defined criteria. One approach that would include many features of a "live" situation is to have students listen to a recording or see a sound-motion picture or filmstrip of a sale in progress; then to ask the students to criticize the performance of the salesperson in terms of key questions about the transaction witnessed. Obviously, this technique does not place the student in the actual selling situation; short of actual observation on the job, however, it would seem to be as close to a real selling situation as a test can be.

A variation of the recording or motion-picture approach well within the scope of any classroom situation is a technique of using "situation-response" questions. In this test form a selling sit-

uation is described, and students are asked to comment on it at various

stages. Although they could be asked to write brief remarks, a more objective procedure is to use the familiar multiple-choice form of response.

Scoring can be on the basis of total number of correct or "best" responses. This type of test sets the stage for valuable and interesting class discussion. As indicated in the examples below, the responses may take the form either of comments on what the salesperson has said, as in items 1—8, or quoted comments from which the student is to select the best, as in items 9—17.

Examples of a Situation-Response Test in Selling

DIRECTIONS: Read the following sales conversation. After the description of the conversation, a number of brief comments are listed concerning the sales technique. Indicate, by checking in the appropriate brackets, the comment in each group that most closely represents the method by which the transaction should be handled. [To save space, best answers to the items used here are italicized.—Editor]

1. A middle-aged woman, smartly dressed in a black coat and hat, approaches the handbag counter in a department store where you are employed as a salesperson. You greet her, "Good morning."

- ☐ *Your approach is good.*
- ☐ You should suggest merchandise.
- ☐ You should let customer speak first.

2. *Customer:* "Good morning. I am looking for something in a handbag." *You:* "About how much would you like to pay?"

- ☐ Your lead is good.
- ☐ *You should not mention price directly.*
- ☐ You should have said, "Do you want an expensive or inexpensive bag?"

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■ *Whether you teach retailing or any other nonskill business subject, you will have fun constructing test questions that measure student evaluation of situations. Doctor Beckley proves the interesting quality of such tests by giving you one you'll enjoy reading. Such tests lead to spirited class discussion, set the stage for re-teaching and growth.*

3. Customer: "I don't know how much I shall have to pay. May I see something to go with this coat?" You: "Certainly. Here is an attractive bag at \$10" (displaying brown broadcloth bag).

- () You are doing the right thing.
- () You are using good technique but are showing the wrong color bag.
- () You should give the customer choice of several displayed bags.

4. Customer: "Yes it is, but I want a bag to match this black coat." You: "Here is a black suede bag at the same price" (pushing it toward the customer).

- () You are using a good procedure.
- () You should first ask more questions as to specifically what the customer wants.
- () You should not push the bag along the counter.

5. Customer: "That is attractive, but I'm afraid the black suede will 'crock.'" You: "No, it won't 'crock.' It is a nice bag."

- () You have a good technique.
- () You should ignore the customer's objection in this case.
- () You don't merely say it won't "crock"; explain the situation more completely if you think it won't.

6. Customer: "It looks so much like my own bag, I'd rather have a different style." You: (looking through your stock) "You wouldn't want a red bag, would you?"

- () You made a good suggestion.
- () You shouldn't use a negative statement here.
- () You should try again to convince the customer of the desirability of the black suede bag before showing additional merchandise.

7. Customer: "That is attractive, but not quite what I had in mind." You: "Then let me show you some others." (You bring out eight or ten more bags for the customer to look at, mentioning the price and color of each as you do so.)

- () You are using a good technique.
- () You should show only a few bags at one time.
- () You should show only one bag.

8. Customer: "These are all very nice, but I can't seem to make up my mind. I think I'll come back tomorrow with a friend who can help me decide. Thank you." You: "You are quite welcome."

- () You have a good conclusion.
- () You need not comment since she didn't buy.
- () You should suggest also that you would be glad to serve her when she returns.

DIRECTIONS: Read the following sales conversation, and indicate by checking the response you think the best of the three.

9. A young woman enters a shoe department in which you are selling. You meet her and say:

- () "What can I do for you?"

() "Good morning. May I show you some shoes?"

() "Good morning. We are having a sale today of bedroom slippers."

10. Customer: "I am looking for something to wear for dress." You: () "May I measure your foot for size?"

- () "What size do you wear?"
- () "In what size are you interested?"

11. After learning the customer's shoe size, you take a pair of black patent leather shoes from stock and say:

- () "Here is a shoe that will wear indefinitely."
- () "This shoe is attractive and highly appropriate for dress wear."
- () "Here is the best bargain we have in dress shoes today."

12. Customer: "I had a pair of patent leather shoes recently, and they didn't wear at all well." You: () "This pair will wear like iron."

- () "Perhaps you didn't give them proper care."
- () "We have had good reports from our customers on this brand of shoe."

13. Customer: "Do you have anything else in black you can show me?" You: () "Would you like to see something in black suede?"

- () "I'll get something I believe you will like."
- () "Just what type of shoe did you have in mind?"

14. Customer: "I wonder if these kid shoes you have shown me will give me as much service as the pair I've been wearing?" You: () "With good care, I'm sure they will."

- () "This pair I've shown you are better shoes than any you have ever had before."
- () "These shoes will wear much longer than your old ones."

15. Customer: "I think I'll take the black kid pair." (You wrap the goods and hand the package to the customer.) You: () "Here is your package. Thank you."

- () "I am sure these shoes will prove very satisfactory. Thank you."
- () "Thank you. If you are in any way dissatisfied with these shoes, bring them back."

16. You are selling life insurance, and have made an appointment at a prospective customer's office. You say:

- () "Good morning, Mr. Blank. Can I interest you in some life insurance?"
- () "Good morning, Mr. Blank. I represent the Consolidated Insurance Company."
- () "Good morning, Mr. Blank. I would like to talk with you about protecting your family."

17. Prospect: "I have all the life insurance I can handle." You: () "You can never have enough life insurance."

- () "Perhaps I can show you how to have more complete life insurance protection without spending substantially more than at present."
- () "Perhaps I can see you again when you are interested in taking out additional insurance."

Clerical Practice in a New York High School

EMMA K. FELTER
Walton High School
Bronx, New York

with an introduction by ALBERT M. STERN
Gregg Publishing Company
New York, New York

A REPRESENTATIVE of a publishing company is often a medium of exchange—exchange of ideas. The bookman visits business teachers and supervisors, many of whom have worked out valuable techniques for improving teaching and teaching materials. The representative listens, discusses, and assimilates; then, like the bee with the pollinated wings, carries these ideas to others who may profit.

For quite a while business teachers in New York have been talking about the success being achieved with girls in clerical practice at Walton High School, where a clerical practice course for "slow learners" is given. I, therefore, paid a visit to the head of the Secretarial Department, Mrs. Emma K. Felter, to learn more about the program she has developed in this field.

Walton High School is a large school for girls—large even for a great city: about 5,500 students. Mrs. Felter said that there are fourteen classes of girls, with about thirty-six in each class, studying clerical practice.

Mrs. Felter is a gracious hostess. When I explained the purpose of the visit, she gave me the schedule of classes and told me to visit whichever class or classes I wished and to ask teachers or pupils whatever questions I wished.

The first class visited was a second-semester group. The room was large and well equipped with suitable desks; typewriters; business machines for adding, calculating, and duplicating; and a telephone switchboard with half a dozen extensions. A receptionist met me and naturally and easily conducted me on a tour of the room. She answered questions about her "job" in good English and with a well-modulated voice. She, like the other girls, was neatly dressed. There

was an atmosphere of wholesome and well-regulated business activity.

The purpose of this article is not to tell what took place in the room. It is more important to know how these pupils, who for the greater part came from low-income homes, who have I.Q.'s of 75-90, and who have been moved up from class to class to high school without ever meeting suitable standards of achievement, are somehow developed into persons who can fill successfully a place in our business and social economy. That such results *are* achieved in this school by most of the pupils is the opinion of those who have the responsibility of measuring the results.

After my visits, I asked Mrs. Felter for her ideas and materials used in the course. She gave me a copy of an address which she delivered last spring at the convention of the Commercial Education Association of New York City and Vicinity. Part of her address, of which the whole appears in the current year-book of that organization, is outlined here as a guide.

IN TEACHING clerical practice at Walton High School, we are trying to solve the problems of one specific group of girls we meet in our department—those with I.Q.'s of 75-90, the so-called "slow learners." There are ample opportunities in offices in our city, for this below-normal group if these girls are adequately trained. We know, also, that despite attempts to sidetrack this group into factory jobs, housework, sales work, and so on, parents want their children trained for "white collar" work. For those children we have a special clerical practice course in our school.

According to psychologists, our "slow learners" learn in the same way that "fast

learners" with high I.Q.'s learn; but the degree of success depends on how ably we use experiences familiar to them. Slow learners are not able to make generalizations from limited experience or to do work in a field of abstraction.

Our girls need reading material written within their scope of development, vocabulary, and experience. The average high school textbook of today is far beyond them. With limited reading ability goes a limited vocabulary, meager general information, poor spelling, and inadequate arithmetic skill.

The concentration span of slow learners is short; a variety of activities and approaches are, therefore, necessary. Because these learners have great difficulty in retaining information, essentials must be used over and over again. Slow learners like routine, for it gives them a feeling of security.

Our girls are frequently faced with serious emotional problems because they are often the "black sheep" at home and are nagged continuously. They know that they do not learn as fast as others. They are a prey to practical jokers. They feel a constant lack of security; so they get on the defensive quickly and react in a kind of hysterical manner when situations confront them unexpectedly.

Typical slow learners have not developed a sense of responsibility, but they get along well with others; they are often socially popular. They are realistic; motivation must, consequently, be within their experiences. They have little knowledge or experience on which to base a comparison of their standards with acceptable standards of the community.

Aims of Our Clerical Practice Course

What are our aims that, if properly reached, will make productive workers of this group? The general aims of our clerical practice course at Walton are those stated in the tentative syllabus worked out by an able group of New York City first assistants [department heads]. These aims, briefly, are:

1. To provide the pupils with an understanding of the organization of a modern business office.
2. To provide the pupils with the informational background that is basic to an understanding of the clerical routines in the modern business office. These include:
 - a. Filing—historical development, supplies, equipment, indexing rules, alphabetic, numeric, subject, geographic systems, follow-up systems, transfer, and so on
 - b. Telephone—services and good usage
 - c. Telegraph—services and good usage
 - d. Mail—duties of mail clerk, postal services (usages—information)
 - e. Transportation—express, freight, air, passenger—business forms—time tables, and so on
 - f. Messenger service—finding way around city, duties, obligations
 - g. Business machines—duplicating, transcribing, calculating, mailing, and so on
 - h. Business reference books—dictionary, almanac, *Who's Who in America*, and so on; atlas, *Congressional Record*, and so on; gazetteer, financial record, Moody's reference books, directories, *Bullinger's Guide*, and so on
 - i. Banks—services, forms used by depositor, keeping checking accounts, and so on
 - j. Employment—requirements of business for different jobs, channels through which employees are recruited, holding down a job
3. To develop skill in certain fundamental office procedures on certain office machines. These procedures are those of:
 - a. Typewriting jobs
 - b. Duplicating
 - c. Transcribing
 - d. Calculator operation
 - e. Telephone switchboard
 - f. Filing
 - g. Receptionist, stock clerk, mail clerk, and other clerical functions
4. To develop attitudes, ideals, and work habits that are necessary for successful participation in office work, including:
 - a. Neatness of person and work
 - b. Punctuality
 - c. Reliability
 - d. Pride in job well done
 - e. Loyalty to employer
 - f. Honesty
 - g. Courtesy
 - h. Relations with customers, visitors, fellow workers, supervisors, and so on
 - i. Care of property

How We Achieve Our Course Goals

"To provide the pupils with an understanding of the organization in a modern business office," we find it best to conduct every clerical-practice class as a functioning office laboratory consisting of an administrative, duplicating, calculating, transcribing, switchboard, and fil-

[illegible]

If you hurry

and send in your order for your copy of the Business Education Index for 1948, you can still receive it in time for your use this summer at summer school or in private investigations. This Index lists every article written about business education in 1948! Send a check or money order for \$1 to

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New York 16

dividual job and being reliable on it, cleaning up before the end of the period, spending the last few minutes in purposeful typing, and so on.

Some of the movies we show help to re-emphasize what we try to put across in the laboratory. Carefully planned articles (within the homework) provide opportunities for discussion. Experts in character development tell us that much of what we call poor character and poor habits is simple ignorance of what is socially acceptable. We try to correct that ignorance through films and discussion.

Last and most important is the ability and willingness of our teachers to take advantage of every situation that arises, to help each individual student to develop those attitudes, ideals, and work habits that we know are more necessary for successful participation in society and business than the knowledge and skill that the person brings to the job. Each teacher on the Walton secretarial faculty is pledged to "give of my time and energies unstintingly to help these children grow to the fullest of which they are capable." And because our teachers do give their time and energies sincerely and unselfishly, our program succeeds in reaching its goals.

HOWELL'S FURNITURE STORE

1690 Yonkers Boulevard
Plainview, Colorado

June 9, 1948

Mrs. Herbert A. Scott
43 Brooks Street
Plainview, Colorado

Dear Mr. Scott:

You have probably all ready heard of our customery midyear sale that have become such a important ocassion with our customers. This sale will be anounced in the newspapers immediatly after our customers' and those with who we have been in correspondence, have had an opportunity to examine the offerings and and make purchases.

This is an opportunity to view the largest and more varied collection of furniture both simple and ellaborate, that has produced by this house in the last half-century.

It may be stated without farther reference to the substantial reductions in affect, that each group or peice in the entire exhibit has been marked at a price that can not fail to be impresive--reductions ranging up to 50 percent.

As usual, purchases maybe booked for future delivrey if desired.

We shall be pleased indeed to have you visit our gallaries on Monday, July 11 or as soon therafter as you could.

Very cordialy yours,

HOWELLS' FURNITURE STORE

William C. Karrell, Manger

WCK:dhs

You and your students will enjoy this month's WWT. You may duplicate copies for classroom use or obtain reprints from the B.E.W. at 3 cents each.

"Par" for a "junior" certificate is 20 errors found; for a "senior" certificate, 30; for a "superior" certificate, 33. The key is given on page 637.

Integrated Activities for Elementary Business Training

■ JEAN E. KNUDSON
Franklin High School
Franklin, Minnesota

MAY I conduct you on a tour through Utopia, the city you find in our ninth-grade elementary business class? If you are an ordinary individual (not a citizen of Utopia, that is), you may not detect at first glance the unique nature of our fair city that is assembled at 10:30 every morning.

Its organization grew out of our efforts to answer the oft-repeated plea, "Can't we make our business training class more interesting?" The answer turned out to be a first-rate solution of the age-old problem of motivation; more, it proved to be much more educational and worth while than the ordinary class routine we had previously followed.

Yes, this is really a little city. Those two boys are each conducting a bank. This boy over in this corner has a post office—he relays letters to me, for checking. You see, each boy and girl in this class, in Utopia, has chosen a business or profession in which he is particularly interested; and he is learning about business by conducting his own business or profession. As we progress through the course, he enlarges his activities so that he really learns what business is and how it clicks by making it click for himself.

Those two "bankers" are superior students. Until we established Utopia, they found our course scarcely challenged them; but now that they have a bank, they are busy carrying on their business—including the advising of their patrons. Now they spend much extra time in reading and research so as better to conduct their business.

Because of his interest in airplanes, Bob is the owner of an aircraft factory. His is a "big business," and he gets a better insight into aviation and the prob-

lems involved in it through studying aviation magazines and handling his business affairs.

Bonnie's Dress Shoppe is very popular. She is keeping a perpetual inventory from which she replenishes her stock, always watching her expenses so that she can make a reasonable profit.

Dale is carrying on the occupation of his father—farming. He is discovering the many business problems involved, from the selling of grain and keeping records to the buying of hail insurance.

Jerry, who works in a bakery after school, chose a bake shop for his business in class. The problems of advertising, buying, and selling in class give him a picture of the work his employer has.

And so, though Main Street is not actually visible, each class member is sincerely living his part as a Utopian businessman. There is a feeling of a united and co-operating village. Its name, Utopia, is definitely a misnomer, for we do have our problems; but in terms of satisfactory accomplishment, the procedure is a step toward "classroom Utopianism."

Of course, this method could become a front for activity with no meaning—just play. To prevent such a situation, the teacher must be alert at all times to make every activity meaningful and educational.

Study Precedes Each Activity Period

We have not gone so far as to conduct the class entirely on the activity level. Instead, we first study a unit and then apply it. We might, for example, spend four days on a topic—reading about it, analyzing it, discussing it, perhaps dramatizing or visualizing it; then on the fifth day we would go to Utopia again and apply what we have just learned to conducting our cityful of businesses for a period.

In the study portion of each unit, we may have special committee activities—making graphs and charts, for example; and it is natural that the members of the committee will draw on their Utopia businesses for the “slant” of their handiwork. A line graph showing how insurance premium rates rise with age is likely to be made by the Utopia Insurance Man. A bar graph showing comparative costs of bus, train, and plane travel will doubtless reflect the keen interest of Utopia Travelers, Incorporated.

After a thorough class discussion of each unit, the pupils put the new knowledge into practice. When students realize that they will be putting to use the facts they are learning, they pay more attention to details. After making use of the information in their Utopia business activities, students have a much better understanding of the topics presented.

The following shows how several of the important units are handled in the activity periods.

Banking

To achieve the objective of teaching an understanding of the functions of money and its substitutes and of banking services, two banks were established in Utopia—one in either corner in the front of the room. Each had half the class as its patrons.

Money is deposited in checking and savings accounts; checks are drawn on the accounts for payments of debts contracted in the course of business; checks are certified; cashier's checks and bank drafts are secured; certificates of deposit are purchased; bank statements are sent out and are reconciled by each patron; notes are discounted; collections are made through the use of notes, order bills of lading, and drafts.

This is by no means a complete list of the bank's activities, but it does give some idea of its scope and the vast opportunities for learning.

Money Management

To gain an understanding of the prin-

ciples of intelligent spending and buying, the students, through the banks and in business transactions with other members, practice buying and selling, borrow money, and make use of mortgages and promissory notes. Interest rates are determined and paid. A notation of due dates is kept in a tickler file.

A more thorough understanding of money management is obtained by keeping records of financial transactions in the journals and ledger. Simplified cash receipts, cash payments, purchases and sales journals, and a customers ledger are used. Transactions requiring general-journal entries are kept only in notation form because a complete knowledge of bookkeeping procedures is out of the question in this course. This record work, however, serves as a good introduction to a bookkeeping course because the students realize the necessity for accurate records and the need for standard procedures.

Saving and Investing

Through their activities in the banks, the students open savings accounts, collect standard rates of interest, apply for withdrawals, and deposit money. Many invest their money by buying stocks and bonds from a student broker who keeps in touch with current business activities through the daily newspaper market quotations. Others invest in the one corporation we organized in Utopia, and thus are interested in its operation and its declaration of dividends.

Since the handling of money is in theory only, the students have freedom to try various kinds of investments—thus learning the problems involved in each.

Insurance

Class study and discussion brought about the understanding of the principle of insurance as a means for sharing economic risks. When one student became more thoroughly informed through his own research study, he devoted his class activities to the business of explaining,

discussing, and selling insurance to the Utopians.

Proper rates for each type of insurance are charged, and a record is kept for the payment of premiums. Because insurance policies are not available, simple forms were made by the class and additional copies were prepared for our use by the typing class.

Travel

A travel bureau, organized and operated by a member of the class, provides the experience necessary to show how the transportation services can be used most advantageously. When a Utopian businessman must plan a trip in the course of his work—whether by bus, railroad, plane, or ship—he appeals to the travel bureau for arrangements.

To be considered are the methods of travel, schedules, rates, and reservations. As evidence of how the trip was planned, the traveler writes an outlined itinerary, giving important details for checking by the teacher.

Communication

For the imaginative business pupil, many situations arise in which the use of communication, either by telephone, telegraph, or letter, are utilized. Stationery and telegraph blanks are kept on the teacher's desk. When letters or telegrams are written, a duplicate is kept "on file" and the original, properly folded and inserted in a properly addressed envelope, is "mailed" in the Utopia Post Office. Such communications reach the teacher's desk for checking.

When addressed to a fellow citizen, the letters are "delivered" and the addressee is expected to answer them. When addressed to an imaginary person or company, the teacher briefly writes an answer

on the letter before returning it. Telegram rates are determined by the sender from a schedule prepared in class, and the amount is recorded in his cash payments journal.

Information on the shipping of goods is included in this section. When a shipment is made, a letter is sent to the consignee informing him of the method of sending, the rates, and the approximate date of its arrival.

Filing

After handling so many forms and business papers, the students appreciate the value of a systematic plan for keeping the information. As soon as methods of filing and procedures are studied and discussed, each "businessman" starts a file of his own choice, such as a box, bellows, or card file. By actually having papers to keep in a place where they could easily be found, the pupils realize the value of correct filing procedure and learn to utilize it in their businesses. Their files included such materials as duplicates of letters sent, letters received, invoices, bank statements, insurance policies, inventories, and canceled checks.

Business Organization

Although most of the businesses represented in class were sole proprietorships, two partnerships and a corporation did exist. By transacting business with them, the entire class received additional information regarding their organization and operation.

Knowledge of the structure of each business is utilized in determining pay rolls, in filing and ordering, and in selling and shipping merchandise.

Summary of Values

This program provides a complete

-
- *Are you willing to invest some ingenuity, leadership, and imagination in making your elementary business class more fruitful and interesting? If you are, you will be stimulated by this author's report of how she developed a business environment in her business class.*

business environment in which each student can understand the relationship between personal, business, and social welfare. Often the businessmen of our community are consulted.

Individual differences among students can be considered easily. No member is held back by others in the group. Each student is interested in working and learning to make his own venture succeed. Learning is not confined to the textbook. The activity periods are, of course, supplementary to the textbook and class discussion periods, for a thorough knowledge of facts is a necessary requisite to an activity period. It does take the place of nonintegrated projects and is more interesting to the student.

Every teacher can adapt such a plan to meet his own classroom situation. The activity period should not be introduced until the teacher learns to know what to expect from the students of the class. Such periods in the early part of the year should be infrequent, and only business procedures discussed in class should be practiced. Gradually, as a business knowledge is built up, more and more activities are added and more time can be given to the activity period.

Student interest makes the plan easy to administer. Imaginations are stimulated and, even though given a great deal of freedom within the classroom, are not misused—for close observation has revealed only strict attention to "business."

Checking is done after each unit by a written report from each student on what he has accomplished, by observation, and by an analysis of the records and files of business papers kept.

By following the activity-period plan, a topic once discussed is practiced, is integrated with other business procedures, is repeated, and is *learned*.

Discussion by the Editor and the Author

Ed: How many students do you have in a class, Miss Knudson?

Author: Between eighteen and twenty-four.

Ed: Do you have more than one class of Utopia simultaneously?

Author: Yes, two. Activities must be modified to suit each class.

Ed: Does administration of Utopia take appreciably more of *your* time?

Author: After the initial planning, my preparation is simple; but that initial planning is exacting. You have to have, for example, many business forms ready for the Utopia businessmen and businesswomen.

Ed: How do you keep the activities in one activity period to the point?

Author: Each activity period is started by emphasizing the objective of the activities of that period—practice in the kind of business situation we have just discussed in the unit.

Ed: How much time is devoted to activities?

Author: It takes a month of training before I venture my first activity period. By the end of the first semester, we have one activity period a week; and by the end of the year, two or three activity periods a week.

Ed: Do not the students weary of the game?

Author: No more than a businessman does. I have found student interest stays higher than when I have used varying, nonintegrated projects. Students enjoy the intrastudent activities.

Ed: How do you grade?

Author: By observation during activity periods, a weekly review of students' business papers, and short unit quizzes.

A Statement of Policy

■ Drafted by the Committee on Resolutions and Adopted by the Executive Board of the Commercial Education Association of the City of New York
—and Vicinity—

THE business teachers of this city earnestly desire to raise constantly the standards of the profession and thus make an even greater contribution to the education of our young people.

In this endeavor, we face many problems that are not peculiar to New York City alone. In our desire to make a maximum contribution to education, we welcome this opportunity to make a public profession of faith and thereby enlist the co-operation of all who believe that the world's largest mercantile, transportation, and financial center can and should have a program of business education commensurate with its needs and standing.

Nature of Business Education

We believe that business education not only can provide training for present and future workers in office and distributive occupations, but also that it can and should provide some degree of general business education for all secondary-school students. Such a program would have two important benefits:

1. It would help students to live in an economic society in which every citizen must be familiar with business functions and procedures affecting his daily life.
2. It would strengthen the guidance program by revealing those who might benefit from business training and become employable business workers.

Co-operation Between Business and Education

We believe that there should be much closer co-operation between business and the schools. Since businessmen depend on us for commercial workers, it is essential that businessmen and teachers work together to produce the type of individual who will be acceptable as both a worker and a citizen. We welcome the efforts that are being made to organize city-wide advisory groups for this purpose.

Administrative and Supervisory Organization

We believe that there should be one administrative and supervisory division of business education at the Board of Education to deal with all levels of business education. This administrative division should have a staff of supervisors representing the various phases of business education in the schools of this city.

We believe that there should be in each secondary school some provision for unifying and co-ordinating the various subjects that comprise its program of business education.

College Entrance Requirements

We believe that the capable commercial student should not be discriminated

against with respect to college entrance requirements. It is most unfortunate to deny such students, who should be encouraged to continue their education, admission to a college or university because of traditional patterns of credit requirements.

We believe that the liberalization of such requirements in accordance with the needs of a modern world would improve the guidance situation by making possible guidance on a broader basis. We believe, further, that it would encourage more secondary-school commercial students to give thought to the possibility of higher education.

Summary and Conclusion

From the foregoing, it will be seen that we envisage an educational system in which business education can and should play the following part:

1. Provide the type of general business education that is essential for all citizens in this, the largest business community in the world.
2. Provide up-to-date, effective training for business for those who will fill the office and merchandising jobs of the community—such training to be based on close co-operation between business and the schools and such training to have the benefit of the latest materials and equipment.
3. Provide for co-ordination of business education efforts within each school and within the city as a whole under one administrative and supervisory division.
4. Provide for our commercial students the same opportunities for higher education as academic students, so that each student may work toward his life goal without the confining limitations that now divide the student body.

Since we feel that such a program of business education will improve the training of and opportunities for our young people, be it resolved that we enlist the co-operation of leaders in business and authorities in schools and colleges effectuating this program.

■ THE GREGG WRITER DICTATION MATERIAL

Underground

JEROME BARRY

Reprinted from Collier's Magazine
by permission of the author

HE WAS a mousy little man in shirt sleeves, with a green eyeshade and black alpaca sleeves guarding his cuffs, who crouched¹ all day over his charts and diagrams in the drafting room of the telephone company. He loved his charts. They² were clean and white and accurate, in a world that was confused, messy, savage, and generally puzzling. When³ the construction department sent along a dog-eared, dirty blueprint, scrawled with untidy measurements in red, a⁴ report of happenings in the brawling world of action, Joseph Tierney eyed it with uneasy distaste. Quickly⁵ he took T square and triangle and lettering pen, and translated the untidy information into⁶ beautifully ordered lines and symbols on the great complex face of the chart.

Underground—U. G.—was Joseph Tierney's⁷ territory. He cared nothing for the aerial cables that swung in long sagging loops from pole to high pole—or,⁸ rather, that ran in straight red lines from one green dot to another on the spider maps. Someone else handled the spiders.⁹ Joseph Tierney dealt with "subways"—runs of many-celled tile ducts that burrowed through the blind tangle of mains and pipes¹⁰ and conduits in the scrambled puzzle beneath the smooth pavement of every city street. And he dealt with U. G. cables¹¹—lead-skinned boa constrictors of six, ten, twelve hundred pairs of wires, that lay torpid in the ducts, digesting an¹² endless meal of words. They were almost alive to Joseph Tierney; his dust-brown head held all sorts of facts about them¹³—much of what his charts knew and some of the things they had forgotten. He knew where manholes were, and what you would find if¹⁴ you lifted their lids. More than that, he could tap a square black toe just so far from the curb on a blank stretch of asphalt¹⁵ and say, "Dig down six feet seven inches and you'll hit the Main-Bushwick trunk."

It was odd to find himself talking about¹⁶ such things to Etta's new young man, for usually he spent his evenings in a kitchen chair tilted back against¹⁷ the gas stove, working on a crossword puzzle. Tonight he had slipped into the living room to try to have a¹⁸ minute with the radio, not knowing that Harry Coutts was waiting there for Etta.

"You really could do that?"¹⁹ Coutts asked attentively. He was a dark young man, with the air of one who listens sagely and acts on what he hears.²⁰

"To an inch," Joseph Tierney said.

"Ever any other kinds of cables in the telephone subways?"

"Sure. We lease²¹ ducts to the ticker people, for instance."

"And burglar-alarm cables?"

"Yes. And fire alarm and—"

Mrs. Tierney, a²² stout, handsome woman, came out with Etta and banished her husband to the kitchen with a look.

TWO weeks later, on²³ his way home from the office, Mr. Tierney had a gun rammed into his ribs as he left the subway. Four men thrust²⁴ him into a closed car that held some picks and shovels and a powerful pair of compound shears. They drove him to an²⁵ apartment where he sat with dry mouth while two hours passed.

Harry Coutts came to him then.

"The Republic Bank is wired by²⁶ the Hawkes Protective Company. You know where the Hawkes cable runs?"

Joseph Tierney blinked. He had a small account at²⁷ the Republic. He said, "You're fooling, Harry. Listen—you've been a guest in my home—"

Coutts said, "Plug in that iron, Whitey."²⁸

One of the men connected a small electric soldering iron.

"You know where that cable runs?" Coutts said.

"Yes," Joseph²⁹ Tierney whispered.

"Now, think. Somewhere it must go under a place that's out of sight of the street. We can't risk a manhole."³⁰ Think. And think quick."

Joseph Tierney dug his fingers into his dust-brown hair. He eyed the iron and trembled. He³¹ nodded. "At Ninth Street, on account of the new Interborough tracks, the duct goes under a vacant lot—"

Coutts telephoned.³² "Okay, Patsy," he told someone. "Eleven o'clock."

Mr. Tierney said hopefully, "If you cut the wires, you'll³³ break the circuit and give the alarm."

"If we cut the whole cable," Coutts sneered, "they'll run in circles trying to figure³⁴ where to go first."

JOSEPH TIERNEY dropped into the pit, lit eerily by a flashlight. For the first time in his life³⁵ he looked at a real duct. Mr. Tierney laid a finger on one of half a dozen cold, dark pythons. "I think³⁶ this is it," he said doubtfully. "Or, no—no—it's this one."

On the only one subject in his life had he ever shown³⁷ cocksureness, and even that seemed to fail him now.

"Cut 'em all," Coutts ordered, his voice taut.

The compound shears bit their way³⁸ through the cables, one by one, Joseph Tierney lending an ingratiatingly eager hand until he was pushed³⁹ aside. Halfway through the job the shears jammed, and it was minutes before they

could be cleared. Finally the last cable⁴⁰ lay severed.

"Do we knock this guy off here," Whitey asked, turning the flashlight on Tierney, "or do we dump him out somewhere⁴¹ else?"

"Take a pickax to him," Coutts said curtly. Tierney tried to run, but quick hands held him. "Put 'em way high up," said⁴² a voice out of the darkness. "You're under arrest."

"What—" Coutts gasped.

"They were just stupid, Sergeant," Joseph Tierney explained⁴³ to the officer in charge of the policemen. "I picked out this subway because it has the police cable in⁴⁴ it. I had them cut that first, and then the fire-alarm cable, and then I jammed up the shears with a piece of scrap, so's⁴⁵ when the central office began to go crazy the men would have time to figure exactly where the break was and⁴⁶ tell the police just where to come to. The Hawkes cable isn't here at all, of course. I guessed this Patsy would have a⁴⁷ tough time when he broke through the burglar alarms and found the Hawkes men right on his neck." He spoke, not exultantly, but⁴⁸ with a preoccupied dejection.

"Patsy?" the Sergeant said, and looked at Coutts closely. "Yes, sir, this is Patsy⁴⁹ Ruotolo's gang! Brother, you're due for a piece of change. There's a reward. . . . Well, what's gripin' you?"

Joseph Tierney shook his⁵⁰ head regretfully, and stared at the pit. "The first duct I've ever dug for," he said, "and it was a foot and a half⁵¹ out of the way. First thing in the morning, I've got to check that chart." (1031)

Boat-toting Woman

SAM SHULSKY

From THE AMERICAN WEEKLY

As condensed in "The American Digest"

THE SUPPER DISHES were washed. Three wriggly little Slocum youngsters had been tamed, scrubbed, and put to bed.

Day was done—for¹ many of Detroit's citizens—but not for Helen Slocum, twenty-three-year-old wife and mother, whose home and²

family were threatened with poverty greater than they could bear.

Helen's husband was doing his best at the auto³ shop where he worked, but those were the bleak depression days of 1933, and the few dollars that came⁴ in weren't nearly enough to feed, clothe, and shelter five people.

Wearily the young housewife sat thumbing through one⁵ of the evening papers, as she had done every night for weeks, looking for some kind of job that she could do. But⁶ no one wanted to employ a woman with three small children, in those days.

Idly Helen's eyes rested on a notice⁷ of some boat races to be held at a nearby inland lake. Her curiosity was aroused. How, she asked⁸ herself, do these boats travel cross country to get to that lake?

Acting on an impulse, Helen Slocum called around⁹ at the local boat dealers' next day and found, to her surprise, that there was no special service for hauling boats across¹⁰ country, from one body of water to another.

"It sounds like an idea," she thought, and forthwith sat down,¹¹ and wrote to all the boat companies and dealers in the Detroit area, asking for their hauling business.

Then¹² and there was born the Boat Transit Company: Helen Slocum, President.

It has been a man-sized job, but she has done¹³ it virtually unassisted.

Starting with a truck and trailer and \$2.50 in capital,¹⁴ Helen Slocum, over the years, has proved herself equal to the task—not only in the office, but on the road¹⁵ as well, with her fleet of twenty specially built boat carriers.

She developed her business slowly because, she¹⁶ says, "I always pay as I go. I don't buy a new truck until I know where the money is coming from to pay¹⁷ for it."

In 1933, her first year she hauled nineteen boats. The total is now nearing a thousand.¹⁸ Boat manufacturers and dealers, as well as boating enthusiasts, are glad to hand their moving jobs over¹⁹ to someone who is especially set up to do the job.

The Government found that her company could handle²⁰ big jobs. All during the War years, she moved thousands of landing barges, patrol boats, and other vessels for the Armed²¹ Services from inland factories to seaports. She

■ Each month the BUSINESS EDUCATION WORLD presents some 5,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in perfect Gregg Shorthand in the same month's issue of THE GREGG WRITER. Through the use of the following cross-index, these dictation materials serve also as a ready key to the shorthand plates in that magazine.

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never had an accident marked up against her record. Nor²² did she ever fall down on a contract.

Much of the time she is on the road herself, supervising the job and²³ watching out for tunnels, bridges, and viaducts. These are her biggest headaches, and often, when she has a large boat²⁴ to haul, she trails the truck out of the city and personally climbs up on top of the vessel at all underpasses²⁵ to check on clearances.

Once she herself hauled a forty-foot sailboat with a sixty-five-foot spar from the²⁶ Atlantic to the Pacific. Her carriers can handle any vessel up to forty-six feet in length.

Her²⁷ big jobs, of course, come with the national boat shows. Her company trucked thirty-two craft, one year, to the New York show²⁸ from as far away as Chicago and New Orleans. Then she took them out of New York and carried them to the²⁹ Chicago and Detroit exhibits.

Men outside her own staff are ready to take advice on trucking matters from³⁰ this pert young woman. In 1940 she became the only woman director of the nationwide³¹ American Trucking Association and served on its board for six years.

But boats remain her first love. Boats on³² trucks, that is. (642)

The Butterflies that Sank the Ship

RALPH D. FINCH
from the "Radio Officer's News"

STRANGE are the ways of the sea. Stranger yet, the stories of the ships and of the men that sail them. Our story concerns¹ the untimely ending of the *S.S. Alder*. It is a strange story. An unbelievable story. A story² unique in all the annals of the sea.

Let's turn back the years. Back, back to the year 1911.³ We find the *S.S. Alder* plying a course through the waters of the Persian Gulf. It was on one of those scorching⁴ days, with little wind, not uncommon in this part of the world, that it happened.

The mate, pacing the bridge, became aware⁵ of what he thought was a black cloud barely visible on the horizon. As the minutes ticked off, the cloud grew⁶ in size and seemed to be heading directly for the *S.S. Alder*. The mate was puzzled. "Is this a storm approaching?"⁷ he thought. He checked the barometer, but found no change. The wind direction was such that the storm, if it were one,⁸ should be moving away instead of towards the ship. "Very queer," he said to himself, "I'd better call the Ole Man." When⁹ the Master reached the bridge he ordered a ninety-degree course change. As the vessel moved off on its new

course, the cloud,¹⁰ now very large, also seemed to change its course, still heading for the *S.S. Alder*. Again and again the *S.S.¹¹ Alder* steered new courses, but each time the cloud also changed course as it approached nearer and nearer. By this time the¹² entire crew was on deck. Speculation was rife. The officers and crew, hardened seamen that they were, were dumbfounded.¹³ No one, including the veterans of many years at sea, had ever encountered such a phenomenon.¹⁴

Soon the immense cloud was upon the ship. Then and only then did the truth become evident. The cloud, believe it¹⁵ or not, was a swarm of butterflies. Millions of weary insects, undoubtedly blown out to sea by some storm, now¹⁶ frantically searching for a place to rest their weary wings. You guessed it, the *S.S. Alder* was to be their haven.¹⁷ Down upon the ship they lit, on the rigging, the gear, on every available space, butterfly upon¹⁸ butterfly. As tons upon tons of butterflies blanketed the vessel from bow to stern, the *S.S. Alder*,¹⁹ already heavily loaded, as was the greedy custom in those days, commenced to slide lower and lower into²⁰ the water. The Master, realizing the vessel would soon founder, ordered the crew to abandon ship. The lifeboats²¹ were launched in the nick of time but not without great human exertion.

In a matter of minutes the *S.S.²² Alder* had slipped beneath the waves. Gone forever. However, before the sea had completely engulfed this hapless²³ ship, the great swarm of butterflies arose from the wreck and soon disappeared beyond the horizon. When one of the²⁴ lifeboats returned to the scene, little was left of the ill-fated *S.S. Alder*. A small amount of debris and²⁵ hundreds of dead butterflies were all that remained. A strange fate for a gallant ship.

In the offices of Lloyd's of²⁶ London, the renowned insurance firm of London, hangs a plaque upon which is mounted a large butterfly. Inscribed²⁷ underneath are these words: "In memory of the *S.S. Alder*." (551)

Will Power

I F you think you are beaten, you are.

If you think you dare not you don't,

If you'd like to win but you think you can't

It's almost a cinch you won't.

If you think you'll lose you're lost

For out of the world we find

Success begins with a fellow's will.

It's all in the state of mind.

If you think you're outclassed, you are.

You've got to think high to rise,

You've got to be² sure of yourself before

You can ever win a prize.

Life's battles don't always go

To the stronger or faster man,³

But soon or late the man who wins,

Is the man who thinks he can. (91)

Keep a Business Diary

JOHN L. LOVE

As condensed from "Canadian Business"
in "The Advertiser's Digest"

EVERY BUSINESSMAN, from the head of the company down to the aspiring junior executive, should keep¹ a business diary.

It is not necessary to wait ten, twenty, or thirty years to realize its² benefits; they begin at once. The entering up of salient events and the recording of important decisions³ and statements develop the facilities of selection, judgment, and discrimination. In fact, it is⁴ one of the most fruitful methods of business training.

The chief beneficiary from such a diary is⁵ the diarist himself. The systematic discipline of the diary strengthens his business sense. Above all,⁶ his memory for names becomes so unusual that his associates marvel at it—and few things pay better⁷ business dividends than this faculty for remembering names. The writing down of important decisions⁸ and the reasons for them may also prove valuable when problems recur in years to come. "Let me see; my⁹ diary will show me how we handled that four years ago."

The historically-minded need not be told how useful¹⁰ such a diary may prove in the future, as the business becomes old and respected and proud of its¹¹ successive anniversaries. This was impressed upon me recently when I was compiling the history of¹² an industry which first was organized fifty years ago and has since grown enormously. A few of its¹³ original stalwarts are still active; many are alive who knew it twenty-five, thirty, or forty years ago.¹⁴ I interviewed several of these older men and discovered that their reminiscences did not always agree.¹⁵ None had a scrap of written evidence to support their statements.

A few records, dull as a list of dates in¹⁶ a history book, were at hand, but no archives or private libraries contained intimate pictures of the men¹⁷ behind and responsible for the changes which have since proved so important. How different it would have been if¹⁸ a few of these old-timers had kept a business diary to show how difficulties of a generation¹⁹ ago were met and solved.

Before the novice begins his diary, he will find that at first he writes down much that²⁰ is trivial and omits much that should be noted. A business diary has no more use for mere page-fillers²¹ than a successful retail merchant has for shelf-warmers. Both desire and should achieve a balanced inventory,²² though it may take the business diarist three to five years to "get the hang of it."

In this selectiveness, the business²³ diary differs greatly from a private diary. The business diary calls for dogged application²⁴ and persistence until the task becomes a pleasure or at least a habit from which the element of²⁵ drudgery has been removed.

In one direction, the diarist should try to be exhaustive—in the recording and²⁶ remembering of names. A catalogue of names gives no clue to the identity of any one name and without²⁷ that, the memory is not greatly helped. However, when the name is entered in the business diary,²⁸ together with something its owner said or did and the occasion, the date and locality, it impresses itself²⁹ on the memory like a seal on wax.

As an avenue to promotion, the business diary can render³⁰ signal service for the ambitious employee, a service far outweighing that of the right shaving soap or³¹ hairdressing. Ability to quote some prescient forecast made by the boss two years ago—date given—will mark³² out any young fellow for preferment. (647)

Our "Cooling System"

Northwestern National Life Insurance
Company

IF MORE PEOPLE knew how their "cooling system" works, there would be fewer hot weather casualties. Your body cools¹ itself in three ways. Two of these methods are quick-acting—the heart pumps blood to the surface and cools you off by² radiation; the sweat glands give off moisture and cool you by evaporation. But the body makes its main temperature³ adjustment by slowing its "combustion rate"; this takes from ten days to two weeks after the arrival of⁴ hot weather. Until this adjustment takes place, your heart works much harder as it attempts to do a bigger part of⁵ the job of getting rid of excess bodily heat.

Go easy in your first warm-weather golf, gardening, and other⁶ work or play. Use more salt in hot weather, unless you have high blood pressure or other reason for following⁷ a low salt diet. Desert warfare experience of American troops demonstrated that eating more salt⁸ reduced heat fatigue and tendency toward heat strokes; also that Vitamin C is important to the body's⁹ ability to resist heat. Tropical dietary experiments have shown that many persons are less¹⁰ efficient at absorbing the vitamin content from their food in hot weather; therefore it is well to use more citrus¹¹ fruits in summer in order to be sure of absorbing enough Vitamin C. Drink plenty of cool water¹² and fruit juices. Don't eat a big meal or any heavy food when you are very hot and the heart has pumped most of¹³ your blood to the surface, as your heart will work still harder under this additional load.

Women's bare-armed, bare-legged¹⁴ summer styles are all to the good in hot weather; men's short-sleeved, open-throated sports shirts are a step in the right¹⁵ direction, the insurance doctors say, adding that most men wear too heavy clothing in hot weather, especially¹⁶ for business, and the heart works under an extra handicap as a result. (334)

Brief-Form Letters

A. E. KLEIN

Dear Member:

We have no record of receiving payment for the amount specified on the attached statement. If¹ payment is now in the mail, please disregard this notice. Your account will receive due credit as soon as your² remittance is received.

If payment has not yet been mailed, please attach your check or money order to the statement, which³ bears your account number, and send it to us in the enclosed self-addressed envelope.

Thank you very much.

Very⁴ truly yours, (82)

Dear Member:

It may be a little late for us to welcome you to the Girls Club, but whether or not you are an¹ old or a new member, we do want to welcome you into the ranks of the thousands of satisfied readers of² the "Outdoor Girl," our official publication.

We want you to get the very most out of your camping days, and³ we know that we have the best way for you to do it. That is the "Outdoor Girl" way.

The "Outdoor Girl" is your magazine.⁴ Everything in it is specially written for you--written in such a manner that you will always be⁵ "in the know" and always the first to read about all the important goings-on that are of such interest today.⁶

Would you like more information on outdoor life?

Do you want valuable suggestions which will aid you in⁷ planning your career?

Are you interested in all the latest and best fashions?

Do you find pleasure in reading⁸ exciting stories and strange, thrilling serials?

Then the "Outdoor Girl" is your answer to all these and many other⁹ important questions.

We have made it easy for you to subscribe, too! All you have to do is attach a check¹⁰ or money order to the enclosed coupon this instant and mail it in the postage-paid envelope. You can be¹¹ sure you're getting your money's worth, because the "Outdoor Girl" costs only \$2 for one year. So mail your order¹² to us right away and don't miss another issue.

Sincerely yours,

P. S. If you are already a subscriber,¹³ please give this to one of your friends. I am sure she will be interested. (274)

Gentlemen:

In order that we may bring your company's listing up to date in the 1949¹ edition of our Industrial Directory, will you kindly fill out completely the form on the back of² this letter. There is no charge for this listing.

The information you furnish will be of additional service³ to you in that it will enable us to refer to your firm when requests come in

to our department for⁴ suppliers of products such as yours.

A prompt reply will insure a correct listing of your company in the⁵ Directory. A self-addressed envelope is enclosed for your convenience.

We assure you of our willingness to⁶ serve you.

Very truly yours, (125)

Dear Sir:

Yesterday I called at your office in reference to the adding machine which you purchased from us a¹ week ago. As you were not in, I explained to your secretary the purpose of my call and she permitted² me to look over the machine. I went over it with great care but could find nothing wrong with it.

I will call again³ on Wednesday morning, June 15. If you have any further trouble with your adding machine before that time,⁴ please write or call me at my office and I will come immediately.

Yours truly, (95)

Dear Sir:

In checking over the amount of your remittance, we discovered a slight mistake. The amount needed¹ to pay for the goods you ordered was \$25 and you sent us \$23. I believe your mistake² was caused by the fact that you did not have our latest catalogue. The prices of our goods were changed last month. To³ cover the increased cost of manufacture, it has become necessary for us to make a slight increase in⁴ the price of the goods that you ordered.

We realize that you may be in immediate need of the goods and therefore⁵ we are shipping them to you at once. When you receive them, please send us \$3 to cover the balance.

Very⁶ truly yours, (123)

Actual Business Letters

Bid for Right of Way

Mr. Luke Stark, R.F.D. 1, Spring Valley, Missouri. Dear Mr. Stark:

For a number of years we have been using¹ the old county road for trucking out our finished lumber. Since the construction of the new state highway No.² 38, this road has been virtually abandoned except by our trucks.

This route has always been long and³ hazardous for large trucks even under the best conditions, but now it is almost foolhardy for drivers to try⁴ to take out a load.

Our company engineers have discovered that a right of way leading diagonally⁵ across the corner of your largest field would cut in half the distance traveled. Inasmuch as we apparently⁶ must bear the expense of any repairs on the old county road, we believe it would be

worth our while to build a⁷ short cut through your field and so take advantage of the saving in time, gasoline, oil, wear and tear on the trucks, and⁸ particularly assure the greater safety of our drivers.

We are willing to pay you a flat sum of⁹ \$3,000 plus a rental of \$300 a year for the right of way desired. We will, of course, pay¹⁰ all expenses incurred in the building of the road and its maintenance.

Cordially yours, (216)

The Forest Lumber Company, Inc., Mount Kingsley, Missouri. Gentlemen:

The proposed right of way¹ requested in your recent letter runs through my best field. Without having further details as to its exact location² and the width desired, it is hard for me to decide whether or not your offer is acceptable.

I have³ talked to my lawyer, Halsey Trent, 119 Main Street, Spring Valley. He will make arrangements with you for a conference⁴ to go over the details next week.

Yours truly, (89)

The Time Draws Near

(Junior O.G.A. Test for June)

Dear Catherine,

I'm glad you are settled again because I have been waiting to hear from you.

Don't bother to bring¹ many dressy clothes. Sports clothes are ideal on the farm, and you will want your riding habit, too. No, you need not² bring your own linens or blankets. We have a good supply here.

It has been quite a job to get you people to leave³ the city for a while, but I know that you will never regret it. You will enjoy the auto trip out here, for⁴ the scenery is so lovely. We hope to see you soon.

Lovingly,

Darlene (94)

Self-Confidence

(June O. G. A. Membership Test)

MAN WAS PLANNED to stand erect, to look up, to go through life with his backbone straight, to look the world in the face with a¹ fearless eye. He was never made to flinch or whine.

If you lack initiative, take every opportunity² to begin things and to push them through. If you are bashful or diffident in company and inclined to³ depreciate yourself, resolve never to lose an opportunity for cultivating the art of good conversation.⁴ Think of yourself as being equal, and tell yourself that never again will you allow timidity⁵ or thoughts of inferiority to prevent your making the most of the talent that God has given you.⁶ Adapted from O. S. Marden. (125)

Transcription Speed Practice

Dear Sir:

We manufacture Never-Fade Automobile Paint. This is a brand-new development in the car-paint¹ field. It can be applied very quickly, even by an inexperienced person, and is guaranteed not to² fade, chip, or peel.

Last week, while waiting for a red light at Grove and Oak Streets, I saw you drive across the intersection³ in a car with paint in the worst condition I have ever seen. I immediately jotted down your license⁴ number. Having this information, we obtained your name and address because we wished to make you the following⁵ proposition.

We will pay you \$250 if you will permit us to paint part of your car⁶ and mount an explanatory sign on it; then, if you will drive the car in this condition for six months, we will,⁷ at the end of that time, give you a complete paint job in any color you may choose.

Yours very truly, (159)

Gentlemen:

Your letter about the new car paint is very interesting, especially the \$250¹ part.

It has taken a good many years to develop the present condition of the paint job on² my car; but who am I to stand in the way of progress, especially with a price tag on it like that! Besides,³ the car ought to create almost as much of a sensation partly painted with your new paint as it does now.

When⁴ shall we get together to sign on the dotted line?

Cordially yours, (92)

Dear Sir:

We were glad to learn that our advertising proposition was acceptable, and also that we have¹ someone with an apparently keen sense of humor. We think it will be a happy combination, for without² doubt many people will speak to you seeking more detail.

If convenient, please come in to our office on Thursday³ at 9 a.m.

Yours truly, (65)

Non-Melting Ice

A REAL BOON to picknickers and campers, according to Better Homes & Gardens magazine is non-melting¹ ice. Packed in a small tin can, it's a chemical that becomes a solid block of ice after twenty-four hours in² the freezing compartment of the refrigerator. Two cans will keep the contents of a large food basket cold for³ an entire day. The chemical can be frozen over and over, and used for several years. (77)

* * *

NEVER let a difficulty stop you; it may be only sand on your track to prevent¹ your skidding.—*National Messenger*.

Diamond Row

Adapted from a report by DAN LEHANE
in the New York Sun

Thursday, April 21, 1949

IF YOU INHERITED a fortune in diamonds from a long-missing uncle, how would you turn the diamonds¹ into cash? That is a problem that few of us have to worry about, of course, but it is interesting to² consider. Let's put another question with that one: Where does your local jeweler buy the diamonds you see³ displayed in glittering array in his store window?

Until recently, the answer would have been "The Bowery"⁴—the same famous Bowery of song and history. Most persons have not known that in the center of that dismal⁵ section of East Side New York there has been for generations a "shopping center" to which diamond merchants from⁶ all over the world have come to sell or to buy or to exchange the precious gems.

In the last few years, however,⁷ this shopping center has moved to the center of Manhattan. Famous old diamond houses are moving uptown.⁸ A new "Diamond Row" is growing rapidly on West Forty-Seventh Street, between Fifth Avenue and the⁹ Avenue of the Americas (which New Yorkers still call Sixth Avenue), in the shadow of Radio City.¹⁰ Diamond Row is right in the center of New York City, just two blocks from Times Square.

If you were to visit New¹¹ York City, you would probably take in the sights at Times Square and then walk over to see the famous buildings and¹² Rockefeller Plaza at Radio City. It is quite likely that you would walk right up Diamond Row¹³ entirely unaware that thousands of dollars in diamond sales were being transacted right on the sidewalk under¹⁴ your nose.

It is true. There are hundreds of offices of diamond dealers, there are two diamond clubs, and¹⁵ there are over a score of jewelry exchanges located in the buildings in that section of the big city.¹⁶ But the trade in the gems is so brisk that it overflows right onto the street, where men buy and sell the jewels¹⁷ as they stand on the curbstones.

Trading in diamonds reaches its peak between eleven in the morning and three¹⁸ in the afternoon. In the sidewalk transactions, money in actual cash rarely changes hands. When a person¹⁹ wants to buy a particular gem, he asks the seller to write a memorandum note that identifies the²⁰ gem and gives its price. When the buyer takes the gem, he simply signs the memorandum, which is practically an²¹ I. O. U. Among diamond merchants, however, such a signed memorandum is as good as gold. Or, should we²² say "good as a diamond"?

The sidewalk sales are just one kind of

business activity that goes on in Diamond²³ Row. Millions of dollars' worth of diamonds are bought and sold in the offices, and more millions' worth are handled²⁴ in the huge jewelry exchanges. In one big exchange alone, a stock pile of over ten million dollars²⁵ in diamonds is kept on hand for routine business, and a day's transactions may range from a mere fifty thousand dollars²⁶ to a humdrum five-hundred thousand dollars. Once in a while this one firm may handle over one million dollars²⁷ in business in one day.

Don't think, however, that you or anyone else can walk up to a dealer in²⁸ an office or on the sidewalk and quietly relieve him of his gems by putting a gun against his ribs. From²⁹ the time that Diamond Row opens for business until late at night, when the last sparkler is placed in a vault, a³⁰ crew of detectives mingles with the crowds in the street and private guards mingle with the "shoppers" in the big exchanges.³¹ There are always policemen at each end of Diamond Row. The buildings bristle with burglar alarms. Diamond³² Row takes no chances.

And, if you will pardon the pun, there are more carats in Diamond Row than carrots in³³ Illinois! (662)

New Things in the News

Newcomer in Hybrids

Hybrid grass may soon be nodding to its next door neighbor, hybrid corn. Scientists are experimenting with widely¹ different species of blue grass which would result in a vigorous nutritious grass for the range and pasture.²—*Invention News and Views*. (44)

Won't Break Records

Drop them, sit on them, or bend them—they won't break. Not the phonograph recordings made on a new type plastic. In¹ addition to being so very break-resistant, these new records are light, easy to handle, and have less surface² sound.—*Invention News and Views*. (45)

Push-Button Dialing

A push-button device has been patented for telephones. You'll no longer have to stick your finger in the hole¹ to dial a number. Just push the buttons. Hats off to the New York inventor!—*Invention News and Views*. (39)

"Hinged" Busses

A long bus that can turn short corners has been patented by a Californian. It is hinged in the middle. Front¹ and rear axles are fixed, and each is powered with its own engine. The bus is steered by flexing the center joint through² a hydraulic system controlled by the steering wheel.—*Invention News and Views* (54)

By Wits and Wags

A TIMID WOMAN approached the life guard at a crowded beach. "Can you swim?" she demanded.

"Only at times, ma'am," responded the guard.

"Only at times? How strange. And when do these moments of ability come to you?"

"In the water, ma'am."

• • •

THE FAMOUS SURGEON and his wife were in their library.

"John," she exclaimed, "why did you tear the back part of that new book?"

"Excuse me, dear," he answered, "the part you speak of was labelled 'appendix' and I took it out without thinking."

• • •

DINER: How do the foreign dishes compare with American ones?

Waiter: Oh, they break just as easily.

• • •

ED: So you broke your engagement to Evelyn. Why was that?

Ted: Well, I was only doing to the engagement what it did to me.

• • •

"NOTHING that is false ever does anybody any good."

"You're wrong, stranger. I have false teeth and they do me a lot of good."

• • •

"DO YOU THINK it's right to punish folks for things they haven't done?" earnestly inquired Willie of his teacher.

"Why, of course not, Willie," she said in a positive tone.

"Well, I didn't do my homework."

• • •

"I WENT TO A HOTEL for a change and rest," explained Brown.

"Did you get it?" asked his friend.

"Well, the bell boy got the change and the hotel got the rest."

• • •

USHER: Are you a friend of the groom?

Lady: No, I'm the bride's mother.

.....

FILM EVALUATIONS

Kappa Chapter (University of Michigan) of Delta Pi Epsilon has announced completion of its first professional contribution: a detailed evaluation of sixty-three films and filmstrips in business education. Each evaluation summarizes the film, enumerates its educational purposes, and suggests ways of using the visual aid effectively in the classroom.

Copies of this clinical catalogue of modern visual aids may be obtained for \$1 from the Vocational Instructional Materials Laboratory, School of Education, University of Michigan, Ann Arbor, Michigan.



"This job calls for a receptionist, Miss McCarthy, not a hostess!"

Key to the WWT

(page 624)

Line

- 1 (1) 1949 not 1948.
- 5 (2) Mrs. not Mr.
- 6 (3) already not all ready; (4) customary not customery.
- 7 (5) has not have; (6) an not a; (7) occasion not ocassion; (8) cus- not cust-.
- 8 (9) announced not anounced; (10) immediately not immediatly.
- 9 (11) Delete apostrophe after customer; (12) whom not who; (13) corre- not corres-.
- 10 (14) Delete comma after correspondence.
- 11 (15) Delete and.
- 12 (16) most not more.
- 13 (17) Insert comma after furniture; (18) elaborate not ellaborate; (19) insert been after has.
- 14 (20) Delete hyphen in half century.
- 15 (21) Insert comma after stated; (22) further not farther; (23) reference not referrence.
- 16 (24) effect not affect; (25) piece not peice.
- 17 (26) Delete space in cannot.
- 18 (27) impressive not impresive; (28) space between per cent.
- 19 (29) Space between may be; (30) delivery not delivrey.
- 21 (31) galleries not gallaries.
- 22 (32) Insert comma after July 11; (33) thereafter not therafter; (34) can not could.
- 23 (35) cordially not cordialy.
- 24 (36) HOWELL'S not HOWELL'S'.
- 25 (37) Manager not Manger.



ON THE LOOKOUT

A. A. BOWLE

53 A bookkeeper's rule (No. 789) that bends with the book has been introduced by Westcott Rule Company, Inc., Seneca Falls, New York. It has rounded corners to assure protection against cuts and the marring of desk tops by sharp, jagged corners.

The rules are made of rock maple and are $15/16$ inches wide and $5/64$ inches thick. One brass edge is scaled in sixteenths on both sides of the rule.

54 Addison Specialty Manufacturing Company, 2812 Addison Street, Chicago 18, Illinois, has introduced a new, extra-large utility desk tray. Modeled in glossy black or burl walnut plastic, with nontip legs, it can be used either on the desk top or inside a desk drawer. Five deep and commodious compartments are provided for paper clips, rubber bands, petty cash, stamps, and eyelets.

55 A new addition to its line of Presto staplers is announced by Metal Specialties Manufacturing Company, 3200 Carroll Avenue, Chicago 24, Illinois. Model 35 pins as well as staples; the adjustment from stapler to pinner is quickly made.

The top pulls open to permit easy loading, and a new feed channel is claimed to provide jam-proof performance. Capacity of stapler is more than one hundred staples,

but storage space for an additional nine hundred staples is located in a removable rubber base.

56 Speed Products Company, Inc., 37-18 Northern Boulevard, Long Island City 1, New York, manufacturers of Swingline staplers, recently announced a staple remover. The new offering, it is declared, removes all sizes of staples, lifts the staple and leaves the paper intact, and saves time because the staple remover need not be centered over the staple in order to remove it.

57 A new finger-proof, stainless hectograph carbon paper has been developed and perfected by Underwood Corporation, One Park Avenue, New York 16, New York. It utilizes a plastic surface film to seal in powerful colors used in the hectograph process. This new carbon paper is designed for use where duplicating machines are used and is declared to be particularly popular for smudge-resistant characteristics.

58 Just announced by the Able Products Company, Inc., 72-35 Alemeda Avenue, Arverne, New York. Able single- and multiple-tier steel desk trays, are available in letter and legal sizes and may be built up to any desired height by the use of matching build-up posts. The trays are built of heavy-gauge steel, with double hard-baked enamel finished in Futura gray or glazed green.

59 Wood Processors, Inc., 120 No. Green Street, Chicago, Illinois, manufacturers of various types of office equipment, has just introduced a new sorter declared to function equally well as a letter distributor, filing rack, or work organizer. No. 303 has nine compartments. The unit is made of brown Spanish-grained Masonite. The inside is of wood, with lock-corner joints for added strength and vertical supports to assure permanent square corners. Die-cut edges, neat plastic nameplates, and felt pads on the bottom are other interesting features.

the Calculator

**THAT REMEMBERS WHAT
OTHER CALCULATORS FORGET**

Individual calculations are
"remembered" here; their net
result appears automatically.



The result of each calculation
appears here—can instantly be
transferred to the "memory" dial.

One glance at this streamlined beauty suggests that something pretty exciting has happened in the field of figures. It has . . . and Burroughs did it!

You're looking at a lightning fast electric calculator with a *built-in* memory . . . a Burroughs Calculator that *stores* the results of individual calculations in its exclusive "memory" dials. The accumulation of these results is in the rear

dials, ready to give you the net result with no refiguring, no pencil-work.

And what this new Burroughs Calculator that *remembers* can do to speed office work, cut office costs, is a story in itself. Your Burroughs representative is mighty anxious to put the machine through its paces in your own office, on your own work.

Give him a chance; it will open your eyes!

BURROUGHS ADDING MACHINE COMPANY, DETROIT 26, MICHIGAN

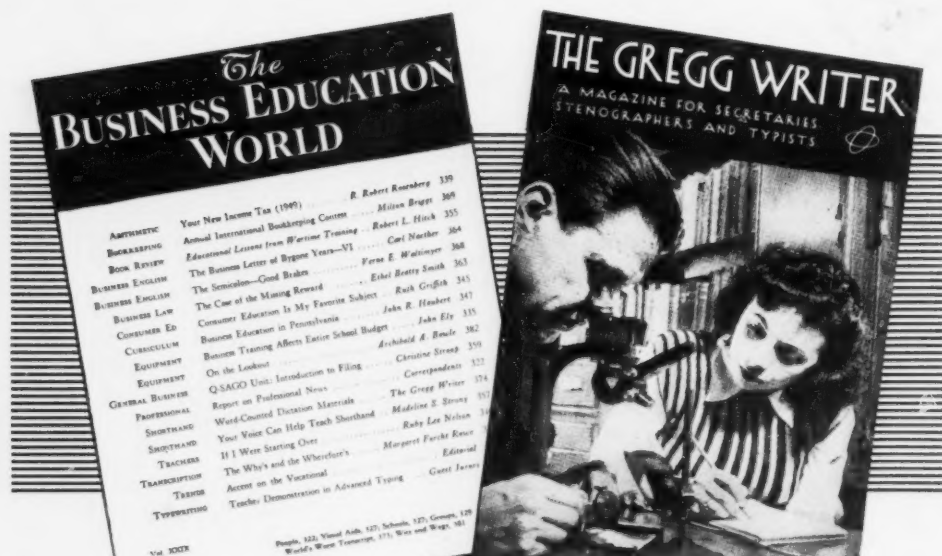
Burroughs Calculators

EASIER TO LEARN



FASTER TO OPERATE

Do You Know Which Is Which?



The Business Education World Tells What and How to Teach

IN EACH ISSUE NEXT YEAR:

- 20 PROFESSIONAL ARTICLES FOR TEACHERS
- LESSON PLANS • Q-SAGO UNIT PLANS
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